

Information for Candidates

Early Years Foundation Stage Teacher Part time fixed term maternity cover



**THE
HESSLE
ACADEMY**

Mr V Groak
Headteacher

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Our Academy

The Hessle Academy is one of only 170 all-through schools in the country providing education and support for learners aged 3-19. The Academy comprises Hessle High School and Sixth Form College and Penshurst Primary School.

The Hessle Academy is a member of The Consortium Academy Trust. The Trust supports almost 8,000 children and young people aged 3 to 18, working to ensure an excellent education and learning experience is provided for each and every child and young person. The Academy, located in the East Riding of Yorkshire, primarily serves the East Riding town of Hessle and some parts of West Hull. Smaller groups of learners are drawn into the secondary phase from the neighbouring small towns and villages of East Yorkshire as well as from Barton, in North Lincolnshire. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

The Hessle Academy is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in September 2018, when the achievement of learners, quality of teaching, behaviour and personal development of learners, leadership and management were all judged to be good. In recent years, outcomes for learners have been consistently above average in terms of attainment and the school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our learners are positive and respond well in all aspects of school life.

The school is a hub of learning with enthusiastic and engaged children who demonstrate a real passion for both work and play.

Penshurst Primary is a larger-than-average school with two/three teaching groups in each year and is heavily over-subscribed. In 2019, 145 applications were received for 70 places into the reception year. The school also offers a nursery which is equally popular with parents. The school occupies a traditional yet extremely attractive series of buildings which are at the heart of the local community set in extensive grounds.

Historically, Hessle High School was a split-site school, however, in January 2016 we took possession of our new single site school. Staff and students alike are now enjoying the benefits of high-quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region. The Hessle High School and Sixth Form College is set in attractive grounds, located on Heads Lane, with excellent views down the River Humber and across the spectacular Humber Bridge.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium', a widely recognised successful sixth form partnership with two other local Academies. Students are able to study at Hessle as well as having the option to study subjects at either of the other Consortium Academies.

The Sixth Form is based in the historic Tranby House, a Grade II listed building that was fully refurbished and brought back to its former splendour in our recent renovation. Tranby House now comprises a Sixth Form social area and catering facilities as well as extensive study facilities. Sixth Form students play a full role in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

The teaching staff are extremely dedicated to maximising the potential of the children in their care. Most have worked at the school for many years and have sent their own children to the Academy. The atmosphere is supportive and friendly, many visitors and staff often remark that 'it feels like an extended family'.

The Academy prides itself on the wide range of extra-curricular opportunities offered to our learners. Annually, learners take part in over 300 teams, clubs, and events.

The Hessle Academy enjoys an excellent reputation amongst the local community and is a popular choice amongst parents. During our recent Ofsted inspection, a response to the Parent Survey commented that;

“All the staff from the headteacher to the caretaker seem to genuinely care for the children from a pastoral care and academic point of view”.

Our Trust

At The Consortium Academy Trust, we are ambitious about the future - creating learning environments and excellence in teaching and learning that provide our children and young people with the best chance at a successful future. Coupled with this is the commitment, care and investment in our people who we believe are our greatest asset.

Our vision is Shaping Positive Futures as we strongly believe our sole purpose is supporting children and young people to achieve their ambitions. This vision gives us a shared sense of purpose and direction and is something we are all proud to be a part of. Across our community of nine schools our people are doing remarkable things by being fully engaged in work that transforms lives, supporting children and young people to grow in confidence and develop into citizens we are proud of. Our community of leaders, teachers and support staff work collaboratively to tackle some of society’s most critical challenges.

Our values – aspiration, respect, integrity and responsibility – harness our belief that it is not just what we do, but how we do it that makes a difference. These values reflect who we are and how we work to create a culture for success, as we continue to evolve to ensure that we meet the needs of our children and young people, colleagues and partners both now and in the future.

Our Vision: Shaping Positive Futures

Our Mission:

We put our children and young people first. We have a supportive, yet challenging environment to allow everyone in our Trust community to:

- flourish and believe that they have every chance of success.
- work together so that they can achieve more than can be done individually.
- work within a supportive culture where taking appropriate risk is seen as a strength.
- be proud of themselves, their peers, our schools, and our local communities.

Our Strategic Priorities:



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Our Values:

Aspiration

We are ambitious, we aim high for ourselves and for others and we believe that we can make a real difference.

Respect

We respect ourselves and each other. We respect our diverse environment and community.

Integrity

We are honest with ourselves and each other. We do things for the right reasons.

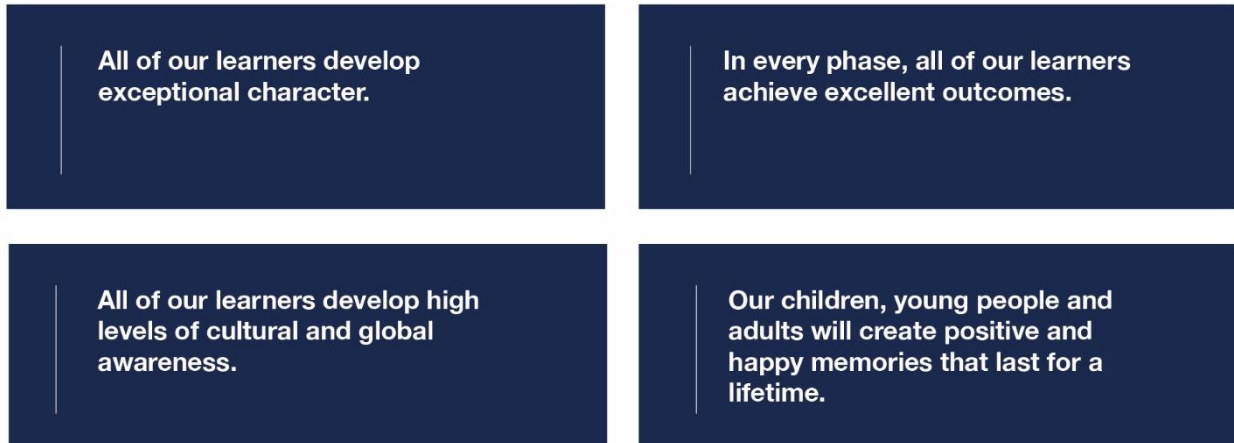
Responsibility

We take responsibility for everything we do and see mistakes as an opportunity to improve and to get things right next time.

Values and Vision

"Everyone can achieve the extraordinary"

Our Vision for Our People:



These set of six core principles underpin everything that we do. They guide our behaviour and our decision-making. They are timeless, unchanging statements of what we believe to be important.

Our Values and Vision have been inspired by all of our learners and staff. They are important to us and they will guide our behaviour and decision-making.

The Academy Values and Vision are displayed prominently around our Academy and are shared with our parents, staff and stakeholders at every opportunity.



New Staff and Early Career Teachers

All new staff benefit from a comprehensive induction programme that ensures a smooth start to your career at the Hessle Academy.

Early career teachers benefit from an extensive and well-regarded support programme, led by our Teaching and Learning Lead Practitioner. This weekly twilight programme is fully supported by members of SLT and other staff with a wide range of experience in the school.

New, but more experienced, colleagues will also benefit from our 'buddy' programme whereby all new staff work closely with an existing member of staff to ensure that you can quickly and smoothly become familiar with how things are done at Hessle!

Staff Development and Wellbeing

Staff Development and Wellbeing is a Strategic Development Priority at Hessle. We know that, in order to deliver continued quality education for our young people, our staff need to be well-trained, dedicated, energised and happy. In addition, we expect everyone in our school to want to get better, from learners to teachers to support staff to senior leaders. That is our ethos.

To that end, our CPD programme encourages staff to take responsibility for their own developmental priorities, fully supported by the Senior Leadership Team and subject leaders. Staff training sessions are led by the staff themselves through teaching and learning groups. Under our ethos of continual improvement, even our most experienced teachers are keen to learn and do so in mutually supportive learning environments, where newly qualified teachers and others in the early stages of their career are just as likely to lead pedagogical discussions and training. During the Covid pandemic and lockdowns, the teaching staff adjusted their practice to incorporate blended learning and live teaching; this monumental change and upskilling was planned, delivered and evaluated by classroom teachers themselves, with minimal input from senior leaders.

Staff Wellbeing is a crucial consideration in all decision-making, including how we undertake lesson observations, our marking policy and meeting schedules. Throughout the pandemic, we have placed our trust in our staff to provide the very best education for our learners and they have delivered an exceptional programme of study, consistently looking to find improvements. The success of this was reflected in a Parent Survey conducted by our Trust which commended both the online provision, parental communication and student feedback.

Staff wellbeing surveys are carried out regularly and there is an effective staff wellbeing group which looks for ways in which we can adjust our operation to improve wellbeing without compromising standards. Staff retention is very high and the school typically attracts high quality fields whenever a vacancy arises.

Our staff work hard; they are fully committed to providing the best education for our young people and recognise the well-known phrase;

"It won't be easy, but it will be worth it."

What can we offer you?

- **Well-being support including** discounted East Riding gym membership; free annual flu vaccinations; access to a free employee assistance scheme 24/7 with advice on a wide range of practical issues ranging from legal information and consumer issues to specialist counselling
- **Financial incentives including** a cycle to work scheme offering discounted bike purchase
- Opportunity to become a **Mental Health First Aider**
- **Membership of the Pension Scheme** with benefits including secure earnings linked pension and a lump sum death grant of three times your salary.

Leadership Team

The Senior Leadership Team is an experienced, ambitious and committed team. All members believe firmly in the Academy's vision and values and all share a determination to secure continuous improvement and achieve the best for learners. The Senior Leadership Team comprises:

Headteacher

Hessle High:

Deputy Headteacher x 2

(Quality of Education / Pastoral)

Assistant Headteachers x 4

(Standards / SEND and Inclusion / Student Welfare / Head of Sixth Form)

Penshurst Primary:

Head of School

Assistant Headteachers x 2

(Pupil Development and Behaviour / Quality of Education)

Each member of the Senior Leadership Team (SLT) acts as a line manager for a Head of Department, Head of Faculty or Head of Year. This ensures that leaders at all levels are fully supported and challenged and that their leadership potential is developed. The leaders of the English, Mathematics, Science and Humanities Faculties form part of the school's Extended Leadership Team.

The Operations Manager is the senior member of the support team.

The Vacancy

Applications are invited for the post of Early Year Foundation Stage Teacher to join our team, in the popular and successful Penshurst Primary School to start in the Autumn Term 2022. This is a part time (0.4 – Monday and Tuesday) fixed term contract until Nov 2022 to cover maternity leave. *Salary to be determined by experience and qualifications.*

The successful candidates will join a successful and committed team. They will have the ability to teach EYFS. We are looking for someone with excellent teaching and communication skills, who will be creative, enthusiastic and committed.

The successful candidate will be a talented and creative teacher, consistently delivering high quality lessons. The successful candidates will have a passion and a desire to inspire pupils to develop their love of learning.

They will have the ability to enable learners to achieve high educational standards and to develop positive and strong relationships with pupils and staff alike. They will have a knowledge of current developments in assessment and curriculum and will be able to both deliver within existing schemes of learning and contribute to their review and the development of new schemes of learning.

The successful candidates will have the qualities to develop further in their career. They will be able to demonstrate a commitment to CPD. An experienced colleague would be motivated to support the further development of others; equally we provide a supportive programme for early career teachers.

Appointment Process

Please send your application to: recruitment.hessleacademy.com

Applications should address the criteria in the role information and quote post Number: TCAT001181.

Closing date for receipt of applications is by 9am on Wednesday 6 July 2022.

Please note that we reserve the right to close this post early or extend the deadline.

Informal questions regarding the post or to request a tour, should be directed to Sarah Greenley, Operations Manager at recruitment.hessleacademy.com or 01482 648604.

The selection process will involve stakeholder panels and assessment tasks. Further details of this will be sent to shortlisted candidates in due course. An appointment will be made subject to satisfactory references, in line with the usual terms and conditions of employment at The Consortium Academy Trust.

We hope that the details provided here will allow you to make an informed decision to allow you to pursue your application for this position and continue with the recruitment process.

We wish you every success with your application.

Mr V Groak
Headteacher

As an employer we want to create a workplace that works for you too – so we actively invite applications for full and part-time hours. We know that great people deliver great outcomes, whether they work five days or three days... so please be clear what hours you are looking for.

The Hessle Academy is committed to safeguarding children. All positions in school are subject to a subject to satisfactory references, an enhanced DBS check and successful completion of the e-learning safeguarding course. The safeguarding responsibilities of the post are detailed in the job description and personal specification.

The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Job Description



**THE
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Post Title:	Teacher
Post Holder:	
Accountable to:	Assistant Headteacher
Accountable for	<ul style="list-style-type: none">• Achievement –for classes taught• Quality of teaching and learning• Behaviour and safety of learners in the classroom and around the school• Provision for social, moral, spiritual and cultural development

Background

The following generic responsibilities are consistent for all Classroom Subject Teachers. The Teachers' Terms and Conditions of employment cover all posts. All teachers will be expected to meet the appropriate Teacher Standards / Post Threshold Standards as a minimum requirement (relevant to experience).

Core Purpose of a Teacher

1. To provide a quality of teaching and learning provision that can be judged to be at least 'good' (according to the Ofsted evaluation framework) and ensures all learners make at least good progress
2. To be accountable for the attainment and progress of all learners who are taught by the post holder
3. To supervise and guide the work of any support staff including Learning/Teaching Assistants who are assigned to work with post holder's classes/learners
4. To provide pastoral support and guidance for all learners in the post holder's care, classes or form group
5. To contribute to the overall development work of the curriculum area team.

Duties and Responsibilities

All teaching staff at The Hessle Academy will have their performance judged against the Teachers Standards. This job description should be read in conjunction with the school's Pay Policy which provides the benchmark framework for the expectations of teachers based on their career stage.

1. Set high expectations which inspire, motivate and challenge learners

- a. Establish a safe and stimulating environment for learners, rooted in mutual respect
- b. Set goals that stretch and challenge learners of all backgrounds, abilities and dispositions
- c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of learners

2. Promote good progress and outcomes by learners

- a. Be accountable for learners' attainment, progress and outcomes
- b. Be aware of learners' capabilities and their prior knowledge, and plan teaching to build on these. Guide learners to reflect on the progress they have made and their emerging needs
- c. Demonstrate knowledge and understanding of how learners learn and how this impacts on teaching
- d. Encourage learners to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain learners' interest in the subject, and address misunderstandings
- b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4. Plan and teach well-structured lessons

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

- 5. Adapt teaching to respond to the strengths and needs of all learners**
 - a. Know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively
 - b. Have a secure understanding of how a range of factors can inhibit learners' ability to learn, and how best to overcome these
 - c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support learners' education at different stages of development
 - d. Have a clear understanding of the needs of all learners, 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
- 6. Make accurate and productive use of assessment**
 - a. 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 learners' progress
 - b. Use relevant data to monitor progress, set targets, and plan subsequent lessons
 - c. Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback
- 7. Manage behaviour effectively to ensure a good and safe learning environment**
 - a. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the Behaviour policy
 - b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - c. Manage classes effectively, using approaches which are appropriate to learners' needs in order to involve and motivate them
 - d. Maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary
- 8. Fulfil wider professional responsibilities**
 - a. Make a positive contribution to the wider life and ethos of the school
 - b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - c. Deploy support staff effectively
 - d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - e. Communicate effectively with parents with regard to learners' achievements and well-being
- 9. Other specific aspects of the role**
 - a. To attend meetings as part of the agreed meeting cycle
 - b. To undertake professional development identified through the performance management/appraisal structure and as organised for staff to promote individual, Subject Area and whole school improvement work
 - c. To support and implement all relevant teaching and learning area policies, including the Code of Conduct for staff and whole school policies
 - d. To act as a role model to learners in respect of dress, attendance and punctuality and general conduct
 - e. To ensure that all deadlines are met as published in advance
 - f. To undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Headteacher (e.g. duties, registering learners, emergency cover).
 - g. To fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document.

Expectations

The Hessle Academy has high expectations of all its employees to ensure that they provide a professional service to our young people and the community of Hessle and beyond. The post holder has a significant level of daily guidance and should prioritise the safeguarding of young people at all times.

Appraisal Targets will be aspirational and set on an annual basis in discussion with the Line Manager.

As a member of staff of The Consortium Academy Trust

- Role model appropriate behaviours within a professional environment including conduct, communication and personal appearance
- Demonstrate a commitment to Restorative Practices
- Role model high levels of literacy and numeracy including modelling appropriate language
- Have high expectations of students
- Aspire to develop your professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of The Trust Schools
- Contribute to systems of evaluation and performance of the organisation positively.

Your duties may involve access to information of a confidential and sensitive nature which may be covered by Data Protection Act 2018. All employees of The Consortium Academy Trust will be expected to comply with the DPA when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This Job Description is intended to highlight the main responsibilities and expectations for the post holder, and is not the entirety of what a member of staff may reasonably be required to complete in line with the priorities of the organisation. Neither is it intended to highlight the amount of time which should be spent on each task.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. In addition you may be expected to take part in any other reasonable duties which may be required.

Post Holder Signature:	
Print Name:	
Date:	

Personal Specification

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Degree/Equivalent qualification • PGCE/Equivalent • Commitment to continue own personal development 	<ul style="list-style-type: none"> • First Aid qualification
Experience	<ul style="list-style-type: none"> • Experience as primary teacher or trainee teacher • Experience of working with children ages 0-7 years • Excellent knowledge of the appropriate key stage primary curriculum • Have undergone training in child protection awareness 	<ul style="list-style-type: none"> • Ability to teach across the key stages • Experience of teaching phonics using RWI • To have knowledge of Special Educational Needs through training and workplace experience
Skills and knowledge	<ul style="list-style-type: none"> • Good understanding of Development Matters and National Curriculum • Good ICT skills • To be aware of concurrent government policies and research • Enjoy working with and able to have a good rapport with children • Ability to maintain positive relationships with pupils, parents and staff • Ability to work on own initiative within departmental protocols / procedures • Ability to deal with difficult situations • Good inter-personal skills including mediation and conflict resolution • Demonstrate awareness of risks 	<ul style="list-style-type: none"> • Potential to contribute to the development of new thematic schemes of work • CPOMS Safeguarding and Child Protection Software for Schools • SIMS Suite of Educational Software • Understanding of procedures and legislation relating to GDPR
Personal attributes	<ul style="list-style-type: none"> • The desire to convey a love of learning to young people • Commitment to safeguarding and promoting the welfare of children and young people. • Ability to establish good working relationships with all relevant stakeholders • Commitment to equal opportunities in service delivery and employment • Energy, ambition and enthusiasm • Self-motivated • High level of organisational and self-management skills • Ability to effectively evaluate own performance • Sense of humour • High levels of personal and professional integrity and honesty • Excellent health and attendance record • As required by The Children Act, have a commitment to safeguarding and promoting the welfare of children and young people 	