Blessed Edward Bamber
Catholic Multi Academy Trust

Permanent Teacher Position:

Key Stage 1

Year 2

Christ the King Catholic Academy

Blessed Edward Bamber
Catholic Multi Academy Trust

Information to Candidates

Christ the King Catholic Academy
Rodwell Walk,
Blackpool FY3 7FG
01253 395985
www.ctkacademy.co.uk

St. Cuthbert's Catholic Academy
Lightwood Ave,
Blackpool FY4 2AU
01253 403232
www.stcuthbertsacademy.co.uk

Dear Candidate,

Thank you for your interest in the post of Class Teacher within our Trust. This permanent position offers an exciting opportunity for a recently qualified Early Careers teacher or experienced teacher, ready for a change, to join our team of dedicated staff.

The role would be based within Christ the King Catholic Academy, one of the Blessed Edward Bamber Multi Academy Trust (BEBCMAT) primary schools led by me as an executive head. The other school in this special partnership is St Cuthbert's Catholic Academy. Although this position is at Christ the King there will be opportunities in future years to move to the St Cuthbert's site if this is something that candidates wish to explore.

The position involves making a significant contribution to the continued success of our rapidly improving schools, whilst working in collaboration with other staff across the trust's other primary schools. We have recently welcomed some new schools into our family in September 2022. More details of this expansion can be found on: https://bebcmat.co.uk/trust-schools

Governors of our two schools are looking to appoint an enthusiastic, skilled teacher who will support the schools' aspirations for improving the life chances of the children and families we serve. The post is within Year 2 at Christ the King and is permanent. The successful candidate would take up the position from 1st January 2023. An interest in early reading, phonics and literacy would support the application.

I have been Executive Headteacher across the two school sites I serve for eight years and prior to that I was the head at Christ the King. The leaders, staff, pupils and I have worked hard over this time to move both our schools forward removing barriers to learning and striving for strong academic outcomes for all.

Christ the King and St Mary's Catholic Academies are uniquely co-located on the same site, in new, or newly refurbished buildings, following a large capital programme. The parish church of Christ the King is also on the same site. This special partnership, along with our network with other local Catholic schools in the Blackpool area, continues to strengthen both the practice and faith development of our school.

I now share with you a flavour of each site to help you with your decision.

> Our motto at **Christ the King** is: "Believe, Belong, Become" and embraces the vision for our pupils and school. We work hard to engage our pupils to believe in themselves, belong to our community in faith and strive to become the best that they can be. Pupils and staff at the school are lucky to enjoy the benefits of a brand-new building offering high quality resources and outdoor space for our children to play and learn in. A unique addition to our site is our new parish church which is adjacent to our building but can be accessed from within school.
> "Central to improving the lives of pupils is the care and support (school) provide(s) to children and their families. It is evidence that all school leaders and staff share this ambition." (Ofsted Inspection June 2017)
>
> "Christ the King is a welcoming, inclusive, friendly community with a strong ethos where everyone is valued and pupils and staff flourish……It is a harmonious school with a tangible Catholic ethos. (Diocesan Inspection June

2019)

The work we undertake here in Blackpool will always be challenging, but the co-operative and tireless approach of our two schools, growing together over the last few years, has been fundamental to our success. Both schools were some of the highest performing schools across the town, for their Key Stage Two results (2019 and again recently in 2022), above many of the national averages. We are quite rightly very proud of the work our governors, staff and pupils have done to achieve this, but are now eager to look to the next chapter in the life of the two schools, post pandemic. There is, as always, much to do as we continue to be ambitious for all children to experience the very best teaching and achieve well.

Family life for many of our children and their families, is a struggle. Our mission across both schools is to strive towards providing a place that is filled with fun, laughter, enjoyment and discovery. We aim to remove as many barriers to learning as possible, to ensure our pupils achieve their full potential.

Visits to our schools are warmly welcomed as it is rather difficult to sum up our schools without physically being in them with staff, pupils and parents. I encourage you to take the time to look around or ring/email me with any questions, however small.

Yours sincerely,

Sarah Smith
Executive Headteacher

St Cuthbert's Catholic Academy and Christ the King Catholic Academies

Job Description: Class teacher

Salary scale: Main Scale

Responsible to: Key Stage Team Leader

Accountable to: Executive Head teacher

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to class teachers.

The Governors and the Diocese are committed to safeguarding and promoting the welfare of children and young persons and class teachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the DBS and obtain any other statutorily required clearance.

1.0 JOB PARTICULARS

1.1 Job Title: **Full-time teacher – Teacher's Pay Scale**

1.2 Purpose and responsibility:

Under the reasonable direction of the Headteacher, to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD) 2015 and to carry out such duties to the appropriate standard detailed in the Professional Standards for Teachers. To teach in accordance with the ethos, organisation and policies of the school as a fully committed member of the teaching team and as detailed in the specific duties below.

As a minimum, main scale teachers will be asked to maintain a focus/overview of a specified subject area in order to advise the school. You are not held responsible or accountable for the subject or the work of other colleagues, unless you request such duties as part of your professional development. The headteacher would wish to ensure that such a request did not distract you from your duties in respect of teaching and learning. This job description is based on and uses text taken directly from the STPCD 2015 and Professional Standards for Teachers

Area of focus: –

1.3 Line Management: **Reporting to - Team Leader.**

Responsible for – directing the work of allocated Teaching Assistants to ensure effective pupil progress for all pupils

1.4 Liaising with: Headteacher, Leadership Team, Teachers, Support Staff, Parents, Directors, external agencies.

1.5 Working Time: Full time as specified within the School Teachers' Pay and Conditions Document.

2.0 SPECIFIC DUTIES

2.1 Exercise of general professional duties
Teachers are expected to carry out the professional duties of a teacher under the reasonable direction of the head teacher. You will be required to comply with directions which may reasonably be given to you by the head teacher from time to time.

2.2 Professional duties
The following extracts from School Teachers Pay and Conditions (STPCD) 2015 outline the responsibilities of a teacher other than a Headteacher and will be deemed to be updated each year in line with changes in the STPCD. Teachers should refer to the STPCD for a complete statement of their duties and conditions of service. The paragraph numbers 52.1 to 54.10 indicate extracts taken from Section 2, Part 7, of STPCD 2015.

Teachers
52.1 A teacher may be required to undertake the following duties –

Teaching
52.2 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.
52.3 Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
52.4 Participate in arrangements for preparing pupils for external examinations.

Whole school organisation, strategy and development
52.5 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.
52.6 Work with others on curriculum and/or pupil development to secure coordinated outcomes.
52.7 Subject to sub-paragraph 54.7 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
52.8 Promote the safety and well-being of pupils.
52.9 Maintain good order and discipline among pupils.

Management of staff and resources
52.10 Direct and supervise support staff assigned to them and where appropriate, other teachers.
52.11 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
52.12 Deploy resources delegated to them.

Professional development
52.13 Participate in arrangements for the appraisal and review of their own performance, and, where appropriate, that of other teachers and support staff.
52.14 Participate in arrangements for their own further training and professional development, and, where appropriate, that of other teachers and support staff including induction.

Communication
52.15 Communicate with pupils, parents and carers.

Working with colleagues and other relevant professionals
52.16 Collaborate and work with colleagues and other relevant professionals within and beyond the school.

Working Time
Working days
53.2 A teacher employed full-time must be available for work for 195 days in any school year, of which -
(a) 190 days must be days on which the teacher may be required to teach pupils and perform other duties; and
(b) 5 days must be days on which the teacher may only be required to perform other duties;

and those 195 days must be specified by the employer or, if the employer so directs, by the head teacher.

Specified working hours
53.5 A teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the head teacher (or, where the teacher is not assigned to any one school, by the employer or the head teacher of any school in which the teacher may for the time being be required to work as such) for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.
53.7 In addition to the hours a teacher is required to be available for work under §53.5, a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including, in particular planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.
53.8 The employer must not determine how many of the additional hours referred to in sub-paragraph 53.7 must be worked or when these hours must be worked.
53.12 The amount of time a teacher spends taking the break referred to in paragraph 54.3 or travelling to or from their place of work does not count towards the 1265 hours referred to in sub-paragraph 53.5.

In addition the STPCD provides clear guidance on a number of related issues as follows:
54.1 No teacher may be required to work on any Saturday, Sunday or public holiday unless their contract of employment expressly provides for this.
54.2 No teacher may be required under their contract of employment as a teacher to undertake midday supervision.

Daily break
54.3 A teacher who is required to be available for work for more than one school session on any school day must be allowed one break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm. Deputy Head Teachers and Assistant Head Teachers are entitled to a break of reasonable length as near to the middle of each school day as is reasonably practicable.

Work/life balance
54.4 Governing Bodies and head teachers, in carrying out their duties, must have regard to the need for the head teacher and teachers at the school being able to achieve a satisfactory balance between the time required to discharge their professional duties including, in particular, in the case of teachers to whom paragraphs 53.2 to 53.12 apply, their duties under paragraph 53.7, and the time required to pursue their personal interests outside work. In having regard to this, Governing Bodies and head teachers should ensure that they adhere to the working limits set out in the Working Time Regulations.

Guaranteed planning and preparation time
54.5 All teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time as part of the 1265 hours referred to in paragraph 53.5 or pro rata

equivalent (as the case may be) to enable the discharge of the professional responsibilities of teaching and assessment. PPA time must be provided in units of not less than half an hour during the school's timetabled teaching week and must amount to not less than 10% of the teacher's timetabled teaching time. A teacher must not be required to carry out any other duties during the teacher's PPA time.

Management time
54.6 A teacher with leadership or management responsibilities is entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

Cover
54.7 Teachers should be required to provide cover in accordance with paragraph 52.7 only rarely, and only in circumstances that are not foreseeable (This does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover).

Administration and external examinations
54.8 A teacher should not be required routinely to participate in any administrative, clerical and organisational tasks which do not call for the exercise of a teacher's professional skills and judgement, including those associated with the arrangements for preparing pupils for external examinations such as invigilation.

Training and development
54.9 All staff in the school should have access to advice, training and developmental opportunities appropriate to their needs, including needs identified in objectives or in appraisal statements or reports.
54.10 A teacher serving an induction period under the Induction Regulations
must not teach for more than 90% of the time that a teacher at the school not subject to those regulations would be expected to teach.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Date :

APPOINTMENT OF CLASS TEACHER
PERSON SPECIFICATION/SELECTION CRITERIA

[A] QUALIFICATIONS, TRAINING AND EXPERIENCE

	Essential	Desirable
Qualified Teacher Status	✓	
Catholic Certificate of Religious Studies		✓
Commitment to obtaining the Catholic Certificate of Religious Studies	✓	
Degree	✓	
Evidence of appropriate professional development for the role of class teacher	✓	
Experience in teaching in the primary classroom (including teacher training placements)	✓	

[B] PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Applicants should be able to demonstrate a good knowledge and understanding of the following areas relevant to the phase and their implications for a Catholic Academy:

	Essential	Desirable
The distinctive nature of a Catholic School/Academy	✓	
Have high expectations for all young people and adults	✓	
Articulate, deliver and maintain vision and practice for high quality, inclusive education and care	✓	
Communicate effectively both verbally and in writing	✓	
Be efficient, highly organised and able to deal effectively with a class teacher's roles and responsibilities together with aspirations for further development and responsibilities	✓	
Understand and have good knowledge of recent curricular and pedagogical issues	✓	
Demonstrate strong subject knowledge and understanding over the curriculum subjects	✓	
Demonstrate good knowledge of, and success towards meeting, the Professional Standards	✓	
Demonstrate effective use of Learning and Teaching strategies and Assessment for Learning	✓	

[C] INTERPERSONAL SKILLS AND PERSONAL QUALITIES

Applicants should be able to demonstrate from their experience an ability and desire to:

	Essential	Desirable
Effectively inspire learners and enable outstanding learning	✓	
Establish effective working relationships with staff, parents and the wider community	✓	
Work with colleagues to move towards outstanding practice	✓	
Prioritize, plan, organize and manage time	✓	
Lead extra curricular activities		✓

Be committed to own personal development and training	✓	
Be curious, positive and resilient and show initiative in supporting school improvement	✓	
Raise pupil performance standards for all learners	✓	
Act as a role model for pupils and other staff by setting high personal and professional standards	✓	
Deal sensitively with people and resolve conflicts	✓	
Have a passion to work at our school and view the post as a privileged position	✓	
Supportive of the Academy's Catholic ethos	✓	
Practising Catholic		✓

[D] EXPERIENCE AND KNOWLEDGE OF TEACHING

	Essential	Desirable
Recent teaching experience within the primary phase	✓	
To effectively use assessment data and target-setting to raise standards	✓	
Teaching experience within the Key Stage for which you are applying		✓

[E] PROFESSIONAL ATTRIBUTES

	Essential	Desirable
Excellent written and verbal communication skills	✓	
Ability to demonstrate excellent classroom practice	✓	
Fully ICT competent	✓	

[F] APPLICATIONS, CONFIDENTIAL REFERENCES AND REPORTS

	Essential	Desirable
Written reference(s) only	✓	
Letters should address the criteria identified in the person specification	✓	
Application forms should be completed in full	✓	
Letters should be clear and concise and no longer than two sides of A4 (minimum font size 12)	✓	
Two supportive written references confirming professional & personal knowledge, skills & abilities referred to above.	✓	
Positive and supportive faith reference		✓