



TRUE LEARNING
PARTNERSHIP



Reception Teacher

**Main scale classroom teacher 0.4 FTE
(Thursday & Fridays)**

Temporary until 31st August 2024

Role information

Closing date for applications: Thursday 1st February 2024

Interviews will take place during w/c 12th February 2024



Dear applicant

Thank you for your interest in applying for the temporary post of main scale classroom teacher at Lostock Hall Primary School.

I hope that you find the enclosed information useful in forming your views of our school and learning community at Lostock Hall Primary School.

We are a safe, stimulating and friendly school which provides an inclusive, calm, caring and productive learning environment. Our aim is to challenge and support each other and every child to help them realise their potential and to make a positive difference to their lives. Children leave Lostock Hall Primary school very well prepared for their future learning at secondary school and beyond.

I would encourage you to browse the school website (www.lostockhall.cheshire.sch.uk) to get a fuller understanding of life at Lostock Hall Primary School. I very much hope that you want to join our team and I look forward to receiving an application from you in due course.

Candidates are advised, within their accompanying letter, to identify particular curriculum strengths and other interests and skills they could bring to the role. It is important to note that a full application form must be submitted and CVs and late applications will not be accepted.

Please email completed application forms to recruitment@truelearning.org.uk

Deadline for applications will be 9am on **Thursday 1st February**. Shortlisted candidates will be contacted to attend an interview soon after this date.

Yours sincerely

Mr G Hamilton

Head Teacher

Job Description

The Head Teacher and Governors wish to appoint a highly motivated classroom teacher to join our team of dedicated staff at Lostock Hall Primary School for Spring term 2024. This is an exciting opportunity to work with a forward thinking staff and wonderful children. Applications are welcome from teachers whether experienced or NQT's.

The successful applicant must ensure progress over time is outstanding, work hard to ensure all gaps in learning are closed between groups, be willing to support our school within the wider community, work with members of the school team and parents and be a positive role model for all pupils.

We are looking for a dynamic, positive, reflective and hardworking teacher with high expectations of their own performance who will deliver the very best learning experiences for our children.

In line with the School Teachers Pay and Conditions document we have high expectations of our staff and their role within the school. Any successful applicant will be demonstrating the Teachers Professional standards as detailed below;

Part One: Teaching

A teacher must:

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

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;

- demonstrate a critical understanding of developments in the subject 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, whatever the teacher's specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. 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).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, 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

- 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' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good 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 school, in accordance with the school'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' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;

Person Specification

QUALIFICATIONS AND TRAINING	
Essential	Evidence
1. To be a qualified teacher.	AF
2. To have a degree or equivalent	AF
3. To have recent experience of teaching students in the primary sector of education	AF
PROFESSIONAL SKILLS AND EXPERIENCE	
Essential	
1. To have proven excellent classroom teaching teamed with a commitment to high standards of achievement for students of all ability levels.	AF + LO
2. To have experience of target setting.	I
3. To have the ability to use ICT effectively in teaching.	I + AF
Desirable	
1. To understand the role of new technologies and be willing to learn about new packages.	I
KNOWLEDGE AND UNDERSTANDING	
Essential	
1. To have effective behaviour management strategies.	LO + I
2. To use strategies for ensuring inclusion, diversity and access.	I
3. To understand the outcomes of Every Child Matters.	I
4. To have the ability to input into personalising the curriculum in order to meet the needs of all students and knowledge of current thinking in teaching and learning within Education.	I
ABILITIES	
Essential	
1. To be able to lead and motivate students, setting high standards and providing a focus for improvement.	I
2. To foster an open, fair, equitable culture.	I + R
3. To be able to prioritise, plan and organise yourself and students	I + LO + R
4. To use high quality interpersonal and communication skills to support learning across the school.	I + R
COMMITMENT	
Essential	
1. To be committed to the promotion of Lostock Hall Primary School, a school at the heart of learning in the community.	I
2. To believe in equality and celebrate diversity.	I
3. To be committed to inclusion and the right for all to fulfil their potential.	I
4. To ensure that all students reach their full potential	I
5. To provide the choice and flexibility in learning to meet the personalised learning needs of every child.	I

Key to evidence source:

I = Interview

AF = Application Form

R = Reference

LO = Lesson Observation

CORE RESPONSIBILITIES FOR ALL TRUST EMPLOYEES

Health & Safety

All staff within The TRUE Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the Director of Business & Operations, the site management team or another member of SLT as appropriate.

Equality & Diversity

Staff employed by The TRUE Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. The TRUE Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

Data Protection

All staff within The TRUE Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

Safeguarding & Child Protection

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the Trust Senior Team from time to time, up to or at a level consistent with the Main Responsibilities of the job.



Key information regarding the application process

Further details

For further details, please contact the HR team via recruitment@truelearning.org.uk

To apply

Applicants are requested to submit a completed Teacher application form which is available from the school website www.lostockhall.cheshire.sch.uk

Closing date

The closing date for applications is 9am on Thursday 1st February 2024

Interviews will take place during w/c 12th February 2024

The TRUE Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance.

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff 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 Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance including an online check. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.

Trust vision and ethos

TRUE Learning Partnership's vision, as a community-based Trust, is that all its students will benefit from an outstandingly rich and broad education within its ethos and values.

Vision

A community focussed, values based, learning organisation that meets the needs of all its stakeholders so that all will achieve.

Values

Serve our communities with 'An unswerving commitment to ensure every young person achieves their potential, whatever their circumstances'.

Every child, every chance



Information regarding the constitution of the Trust Board

The constitution of the Trust Board is set out in the Articles of Association. Trustees are appointed / elected or co-opted for a period of four years. The Chair of Trustees is elected every four years. Trustees appoint the Chief Executive Officer to assure the strategic intentions of the Multi Academy Trust.

The Chief Executive is also a trustee director of the Multi Academy Trust. As per the scheme of delegation, the CEO and Trustees work in partnership with the local governing bodies to appoint Headteacher's to take responsibility for the day-to-day management of the individual schools.

The regular meeting of Trust management and local Headteachers will be facilitated through the Trust Executive Strategic Group to help facilitate the sharing information and expertise, to aid efficient working and to help provide creative solutions to the many challenges in the current educational landscape.



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Why work for the Trust?

TRUE Learning is a community based, values focused, cross phased multi academy trust based across Cheshire and Derbyshire. All five academies in the Trust are closely located to one another which lends itself to many opportunities to work closely and collaboratively. Our vision is a community based, values focused, learning organisation that meets the needs of all its members so that all will achieve. By working within our community clusters, we will ensure that every child that is presented to us at the age of 3 is the best they possibly can be by the time they leave us at 18.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central. For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

We are exceptionally proud of our staff and the dedication they display every day to support our students to reach their potential. Whether a member of our Leadership Team, Teaching Staff or Support Team – all have a vital role to play in providing an environment where we can provide world class education where all can achieve.

We offer highly competitive salaries, pension scheme membership, free on-site parking and regular social events. All staff are able to access discounted gym memberships and other negotiated benefits across the Trust.

The Trust provides an Employee Assistance Programme through Health Assured which offers a wide range of services including legal and wellbeing support for employees and their families.

The Trust places at the heart of its development a commitment to high quality professional development for all staff who join the Trust. The CPD@TTLP programme enables all of our staff to access development opportunities across the Trust. Future goals and aspirations are supported through this programme to ensure that all staff are able to develop and achieve their own personal goals.

Staff wellbeing and providing a positive and healthy working environment is a key priority for us, as supporting all of our staff enables them to support all of our students. Our Director of Health and Wellbeing leads this key area working with senior staff across the multi academy trust. We are very pleased that our commitment to staff wellbeing has been recognised by the Valued Worker scheme which offers accreditation to workplaces where staff feel valued.

We are also committed to supporting mental health in the workplace by training a number of teaching and support staff across our Trust to be Mental Health First Aiders and through our work with the Time to Change programme which aims to end mental health discrimination in the workplace.



Information about our academy schools



Poynton High School

We are a very special school where the whole school team passionately believe in creating a school that truly meets the needs of all in our learning community. This is embodied in our mission statement which serves to guide us in the long-term planning for our school.

"We will inspire and empower all in our learning community to fulfil their individual potential and ambitions so that all are able to be active and successful citizens in our global society"

This can be summed up in three words, INSPIRE ACHIEVE CELEBRATE and is applied to every aspect of our work. We aim to inspire our young people in all of our work so that they may achieve their full potential and at the heart of this lies a truly celebratory culture; we aim to inspire our team, so that you can achieve, and we celebrate every achievement for everyone - staff and student. (Matthew Dean, Head Teacher)



Lostock Hall Primary School

We are a growing (205 students) Primary School, serving children from the age of 3 to 11. We are a safe, stimulating and friendly school which provides an inclusive, calm, caring and productive learning environment. Our aim is to challenge and support each other and every child to help them realise their potential and to make a positive difference to their lives. Children leave Lostock Hall Primary school very well prepared for their future learning at secondary school and beyond.

Through our guiding principles of Be Ready, Be Respectful and Be Safe we deliver a carefully designed curriculum which progressively meets the needs of our children through fun learning and leads to excellent outcomes. (Graham Hamilton, Head Teacher)



Disley Primary School

Our school is a very special place to be. We pride ourselves on being a happy, caring school where each child is valued as an individual. We aim to provide a stimulating learning environment which allows every individual to fulfil his/her potential.

We constantly seek exciting ways of delivering both the Foundation Stage and National Curriculum requirements, along with opportunities for social and moral development. Our children are at the heart of everything we do. (Jake Nicklin, Headteacher)



Glossopdale School

Our School is a warm and caring community for all of our 1244 students, from when they join us in Year 7 to when they leave us in Year 13. We are a school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential. We do this by nurturing and building ambition for our students, we open opportunities, broaden horizons and introduce challenges ensuring everyone can thrive, both academically and personally, to be the best that they can be.

We are in the very fortunate position to work within a new purpose-built school which opened in September 2018. This has benefitted staff and students in so many ways. Our students learn in a modern, open and inclusive environment which has been designed to reflect and compliment the local landscape. (Debbie McGloin, Executive Head Teacher)



Hague Bar Primary School

Here at Hague Bar Primary School, we have worked hard to develop a school which provides an excellent education by helping each child to achieve her or his full potential. Our skilled staff foster a happy and caring atmosphere, where children can succeed through our personalised learning process, ensuring no child is left behind.

The origins of Hague Bar Primary School stretch all the way back to 1854, with a school which was in existence at the Strines Print Works. Hague Bar Primary School is just inside the Derbyshire border. It lies between the town of New Mills in Derbyshire and Strines in Cheshire. The school is situated on the edge of the countryside and enjoys stunning views of fields and distant hills.

We are proud of, and celebrate, the achievements of our children, both in and out of the classroom, and we are here to help your child make the most of their potential. (Karen McCurdy, Head of School)

TRUE LEARNING PARTNERSHIP: SCHOOL LOCATIONS



Our partnership of primary and secondary schools is located to the south-east of Manchester, close to the natural beauty of the Peak District National Park.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central.

For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

Trust Safeguarding Statement

TRUE Learning (TL) recognises the important role that our schools and their staff have in the wider safeguarding system for children. **ALL** staff have a responsibility to provide a safe environment in which children can learn. TTLP fully adopts statutory guidance "Keeping Children Safe in Education" (September 2023).

Keeping Children Safe 2023

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school. Full details of key contacts for safeguarding in each of our schools is listed below.

TTLP's Designated Safeguarding Officer is Catherine Holyland, Deputy Head Teacher at Poynton High School. If you wish to contact her directly please e mail Cholyland@truelearning.org.uk

TTLP's Trust Board safeguarding representative is Lucy Monk. If you wish to contact her, please e mail info@truelearning.org.uk stating that the e mail relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



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