



## Central CE Academy

Orchard Street, Chichester, West Sussex, PO19 1DQ

Tel: 01243 783709

Email: [central@dcac.academy](mailto:central@dcac.academy)

# Teacher - KS2 Application Pack



Supporting the **academic**, **spiritual** and  
**professional** aspirations of our  
school communities

**DCAT**  
DIOCESE OF CHICHESTER  
ACADEMY TRUST



## Advertisement

### **KS2 Teacher - Year 5**

#### **Salary – MPS or UPS**

TLR available for outstanding candidate - salary to be discussed in advance.

**Start date:** January 2019 or soon thereafter

**DCAT** are looking for an outstanding KS2 teacher with skills and enthusiasm for raising standards for pupils of Central CE Academy.

Central is a junior academy situated within 5 minutes' walk of the thriving historic city centre and cathedral.

Central CE Academy is currently in special measures but on its way to improving. So if you have what it takes to walk with us to make it the junior academy of choice then we would like to hear from you.

Career progression is seen by the Trustees as essential to advance quality teaching and learning across the Trust and the wider diocese. DCAT is looking to develop the careers of teachers by identifying and nurturing future ambitious leaders.

To find out more please visit our website, where you can download a candidate information pack and an application form.

**<http://www.centralceacademy.org/>**

**Email:** [central@dcac.academy](mailto:central@dcac.academy)

**Tel:** 01243 783709

**Closing date:** Thursday 29th November 2018, 12:00noon

**Interview:** Wednesday 5th December 2018



## Welcome

Thank you for your interest in the post of teacher/KS2 at Central CE Academy, Chichester. Central is a junior academy situated within 5 minutes' walk of the thriving historic city centre and cathedral. As a distinctive Christian academy, DCAT have aspirations for it to be the junior academy of choice, striving for excellence and rooted in the life of the city and diocese.

The Trust passionately believes in a collaborative approach to academy improvement, with opportunities for developing and sharing best practice, networking and staff development.

With shared values and a child-centred approach to learning and teaching, this is an opportunity to join Central CE Academy. Alongside this, it is an opportune time to be joining the Trust as it shapes and develops the Chichester hub.

Central, previously a voluntary aided Church of England school joined the Diocese of Chichester Academy Trust in November 2016.

Central is a two-form mixed academy with currently 158 pupils, ranging from 7-11 years of age.

There is much work underway to improve the academy. The Trust is seeking a tenacious KS2 teacher to build upon the early 'green shoots' of improvement and to be committed to providing a high quality education for pupils.

The Trust believes in:-

- Promoting high aspirations and success for all;
- Ensuring progressive and continuing improvement, that is sustainable in standards of education;
- Creating a learning environment where staff promote and deliver a positive, innovative and relevant learning experience for pupils embedding lifelong learning habits;
- Supporting and building leadership and management capacity;
- Valuing people and encouraging the continuing professional development of all staff;
- Developing a community where parents and carers are valued;

Intrinsic to our approach at the Trust is the belief that all academies are different with needs that emerge from their unique context. We work in partnership with the Headteacher, Core Executive/Governors, Staff, Parents and Carers to effect a programme of continuing sustainable improvement that will have a real impact, first for the pupils, but also for the staff and wider community.

In summary, we are looking for an outstanding teacher/KS2 with the skills and enthusiasm for its pupils and community. If you believe you have the skills and expertise to make such a significant contribution, I do hope that you will apply.



**RICHARD HALL**  
HEADTEACHER



**MARK TALBOT**  
CEO of DCAT



## DCAT

This is an exciting and important time in the development and growth of The Diocese of Chichester Academy Trust. The Trust was established in September 2014 as an academy trust sponsor. Currently there are six academies in the Trust serving 3,000 pupils in both East and West Sussex. [It is anticipated that a seventh WSCC academy will join the Trust in December 2018 and the Trust is in conversation with several other schools as part of its growth program for 2019 and beyond].

The Trust **aims** to bring together local church schools, to drive and maintain improvement and share economies to maximise resources for teaching and learning in the classroom. This will enable all pupils and staff to develop and achieve to their full potential. We want to attract, train and keep good staff and also use expertise from other academies and external partners, including local universities and teaching academy alliances - several are led by church schools. This is achieved principally through a network of hubs.

The Trust's vision '**helping every child achieve their God-given potential**' is to provide each child in the academies with the very best education possible; inspirational, fully-rounded and rooted in our Christian beliefs and values. The Trust undertakes to improve each academy so that every lesson is at least good or better for all children to enjoy academy life and make the best possible academic progress.

Every DCAT academy will be fully inclusive and will welcome all children equally serving those who are of Christian faith, those of other faiths and those with no faith.

The Trust draws on the expertise in the Diocese of Chichester Education Department and on the national advice available through the Church of England and the National Society as the leading sponsor of academies. The Trustees have local and national expertise to ensure every academy is well led and governed.

The Trust is part of the Diocese of Chichester which has over two hundred years of successful experience as a provider of academies across Sussex as part of its mission to support and serve the whole community. The Diocese of Chichester Education Team works closely with church schools and academies to support and sustain them. It also works in partnership with the three local authorities in Sussex, universities, the Department for Education and also with the national Church of England education network.

The Trust's **mission** is to become a multi-academy trust of choice for the schools and families of the Chichester Diocese by supporting the academic, spiritual and professional needs of the whole community.

We aim to be a trust in which:

- D**eveloping the whole child means pupils achieve and maximise their potential;
- C**ontinued development of staff is valued and improves education for young people;
- A**ll academies are improving and perform above national expectations;
- T**he distinct Christian identity of each academy develops and is celebrated;



## Career Opportunities within DCAT

DCAT is looking to develop the careers of teachers by identifying and nurturing future ambitious leaders.

Career progression within the Trust is seen by the Trustees as essential to advance quality teaching and learning across the Trust and the wider diocese.

## Other Benefits

We also offer a range of other benefits to all our staff to support your handwork and to make your working life easier to manage:

- Competitive salary
- CPD opportunities
- Defined Benefit Pension Scheme(s)
- Childcare vouchers

## Key information

<b>Address of Academy</b>	Orchard Street, Chichester, West Sussex, PO19 1DQ
<b>Tel No.</b>	01243 783709
<b>Email:</b>	central@dcac.academy
<b>Website:</b>	<a href="http://www.centralceacademy.org/">http://www.centralceacademy.org/</a>
<b>Chair of Core Executive</b>	Mr Mark Talbot
<b>Headteacher</b>	Mr Richard Hall
<b>Head of Improvement for the Trust</b>	Mr Beruk Berhane
<b>Planned Admission No</b>	PAN90, 3 form entry
<b>Current no. on roll</b>	158
<b>No. of pupils on SEND register</b>	35
<b>No. of Pupil Premium pupils</b>	35
<b>No. of EAL pupils</b>	21
<b>Feeder schools</b>	Lancastrian, adjacent to Central Rumboldswyke 2-3 other schools in a typical year
<b>OFSTED inspection report and Monitoring visits</b>	<a href="https://reports.ofsted.gov.uk/provider/21/143553">https://reports.ofsted.gov.uk/provider/21/143553</a>
<b>URN</b>	143553
<b>DfE No.</b>	938/2027
<b>UPIN</b>	516398



## What has happened since OFSTED visited in May 2017

### **Agreed School Priorities from OFSTED 23-24 May 2017**

**What does the school need to do to improve further?**

**1 Create a culture that keeps all pupils safe by ensuring that:**

- 1.1 the trust and leaders understand and fulfil their statutory responsibilities
- 1.2 leaders systematically record all concerns and communications about pupils' well-being and document their decisions and actions
- 1.3 all adults know what to do if they have a concern about a pupil.

**2 Improve leadership and governance by ensuring that:**

- 2.1 the trust understands the weaknesses in the school and then holds leaders to account for school improvement
- 2.2 they have accurate information about the progress that groups of pupils are making
- 2.3 parents have access to a website that contains all of the required information
- 2.4 middle leaders have a positive impact on teaching and learning
- 2.5 pupils access a broad and balanced curriculum
- 2.6 bullying and poor behaviour are properly recorded and appropriate actions are taken to resolve issues and promote improvements.
- 2.7 An external review of governance to assess how the governance aspect of leadership may be improved.

**3 Improve the quality of teaching and learning and pupils' progress by ensuring that :**

- 3.2 teachers have high expectations of what pupils can achieve and how they present their work
- 3.3 planned learning takes account of pupils' starting points, including the most able
- 3.4 teachers recognise and address pupils' misconceptions and poor spelling
- 3.5 pupils get more opportunities to develop their problem-solving and reasoning skills in mathematics.

**4 Improve pupils' personal development, behaviour and wellbeing, by:**

- 4.2 increasing the number of pupils who come to school regularly
- 4.3 improving the moral and social development of pupils, so that they are kinder to each other and more respectful to each other and adults
- 4.3 ensuring that there are clear policies and procedures for managing pupils' behaviour and that staff understand and follow these consistently.



## Job description

**Post title:** Teacher – KS2 – Year 5  
**Salary and Grade:** MPS or UPS  
**Responsible to:** Headteacher  
**Responsible for:** To be negotiated

### Main Purpose of the Job:

- To maintain consistently high standards in relation to all aspects of the Teachers' Standards
- Coaching and mentoring other members of staff
- Demonstrating effective practice and helping others to evaluate the impact of their teaching on learners' achievement
- Contributing significantly to implementing workplace policies
- Being a role model for learners and other staff
- Making a significant contribution to academy development
- Making a significant contribution to the wider aspects of academy life

### Main Responsibilities:

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

UPS teachers are expected to consistently maintain high standards as defined for Main Scale teachers and:

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
- In setting targets, take into account cohort targets and how these will be met
- In setting targets, take account of the level of challenge for pupils across the cohort of all backgrounds, abilities and dispositions
- Actively support the Christian ethos of the academy in relationships with children, colleagues and parents, both in class and around the academy

#### 2. Promote good progress and outcomes by pupils

UPS teachers are expected to consistently maintain high standards as defined for Main Scale teachers and:

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
- Demonstrate clear understanding of the needs of children of all backgrounds, abilities and dispositions so that the majority of pupils make good progress
- Use data effectively, demonstrating analytical thinking in reviewing and evaluating progress and attainment and in meeting appropriate, challenging targets for all pupils, for both class and cohort
- Demonstrate through self-review, an effective evaluation of the impact of teaching
- Demonstrate in depth knowledge of how children learn and adapt teaching accordingly
- Establish a culture that ensures that pupils have a responsible and conscientious attitude to their work



- Engage with colleagues in review and evaluation of cohort progress and attainment
- Actively promote parental involvement and initiate opportunities to involve them
- Lead on subject development through staff training or INSET
- Provide quality, accurate, professional reports for parents

### **3. Demonstrate good subject and curriculum knowledge**

UPS teachers are expected to consistently maintain high standards as defined for Main Scale teachers and:

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
- Demonstrate knowledge and expertise across the range of subjects through coherent planning and lively, inspirational teaching
- Demonstrate expert knowledge through subject leadership, inspiring colleagues and establishing a curriculum that ensures consistency across a year group and progression across the academy
- Effectively carry out the subject leader role in line with that set out in the ARR Policy
- Know the strengths and areas for development in leading a subject and bring about improvement through action planning
- Evaluate own subject leader performance in terms of impact on teaching and learning
- Take responsibility for own CPD, keeping abreast of changes/developments across a range of subjects and leading improvement within area of responsibility
- Provide professional reports (verbal or written) to parents, indicating progress, attainment and targets for improvement

### **4. Plan and teach well-structured lessons**

UPS teachers are expected to consistently maintain high standards as defined for Main Scale teachers and:

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
- Consistently teach lessons that are good or outstanding and which include agreed 'non-negotiable' aspects
- Through effective planning and provision, demonstrate understanding of different styles of learning and how these are accommodated
- Demonstrate ability to reflect and evaluate teaching and the impact on learning, children's attitudes and behaviour
- Be systematic in evaluating learning within and across a sequence of lessons
- Actively engage parents in their children's learning
- Facilitate children's and parents' views on learning
- Evidence a range of opportunities for out-of-hours learning in line with academy policy and additional contribution through after academy clubs or other activities
- Work effectively as part of a team, ensuring consistency across a year group
- Take a significant role in collaborative planning,
- Recognise own accountability for curriculum provision within the class and the quality of learning





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

UPS teachers are expected to consistently maintain high standards as defined for Main Scale teachers and:

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
- Ensure that teaching is consistently good and outstanding
- Demonstrate how teaching has been adapted to accommodate the needs of groups and individuals
- Initiate strategies to engage parents in their children learning, especially hard to reach parents or those whose first language is not English

## **6. Make accurate and productive use of assessment**

UPS teachers are expected to consistently maintain high standards as defined for Main Scale teachers and:

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
- Be highly competent in assessment across the curriculum, both formative and summative and in using outcomes to support accurate, challenging target setting and continuous progress and high attainment
- Be aware of local and national data when evaluating expectations and performance
- Use academy data effectively to track progress and set challenging targets
- Be highly competent in marking and providing feedback to pupils
- Establish strategies to encourage children to respond to feedback
- Engage fully in moderation activities as required and initiate moderation activities with year group colleagues

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

UPS teachers are expected to consistently maintain high standards as defined for Main Scale teachers and:

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
- Be highly competent in managing an effective learning environment so that all children are actively engaged in learning and poor behaviour never disrupts learning
- Recognise responsibility and accountability for maintaining high standards of behaviour beyond the classroom
- Keep parents well informed and work effectively with them to bring about improvement where necessary
- Inspire children's respect and form positive relationships



## **8. Fulfil wider professional responsibilities**

UPS teachers are expected to consistently maintain high standards as defined for Main Scale teachers and:

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
- Be proactive in supporting the Christian ethos of the academy
- Be positive and encouraging during times of change
- Show full cooperation and support for colleagues managing development or change
- Generate respect from colleagues through highly effective professional, working and supportive relationships
- Form highly effective relationships with children that generate respect, confidence and high self-esteem
- Form highly effective relationships with parents e.g. through good communication, listening to and acting upon concerns, providing professional support and guidance in respect to all aspects of academy life
- Write accurate, professional end of year reports
- Recognise responsibility and accountability for the effective deployment of support staff
- Liaise with the leadership team to ensure that support staff have the skills they need to work effectively
- Fully engage in reflection, self-evaluation and appraisal, recognising the need to base conclusions on robust evidence
- Take responsibility for own CPD through research and independent learning and actively participate in academy based CPD to support academy and personal professional improvement
- Be willing to support for PSA activities by attending events
- Be willing to run an after academy club or activity

### **Additional Responsibilities**

#### **Code of Conduct**

The Academy expects all staff to ensure that their standards of conduct are, at all times, compliant with the DCAT Code of Conduct and Behaviour policy detailed in the DCAT Employee Handbook and academy policies.



## Person Specification – Teacher KS2

**When completing the supporting statement applicants should address each of the selection criteria of the person specification, detailing experience with evidence and qualifications where appropriate.**

<b>Training and qualifications</b>		<i>Essential</i>	<i>Desirable</i>
1.	Qualified Teacher Status	*	
2.	Evidence of continuing and recent professional development relevant to post	*	
<b>Knowledge and Understanding</b>		<i>Essential</i>	<i>Desirable</i>
1.	Insight and understanding of the importance of an engaging, relevant and creative curriculum that inspires and motivates learners to make progress and achieve high standards.	*	
2.	The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress.	*	
3.	Understanding of a diverse range of teaching and learning styles and techniques	*	
4.	Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards.	*	
5.	Good understanding of effective procedures for managing and promoting positive behaviour among pupils.	*	
6.	Good understanding of the role of parents/carers and the community in academy improvement and how this can be practised and developed.	*	
7.	Clear understanding of data analysis and the important impact this can have on achievement and attainment.	*	
<b>Experience</b>		<i>Essential</i>	<i>Desirable</i>
1.	Experience of outstanding core subject leadership.	*	
2.	Proven ability to make a positive impact in leading a subject or area beyond own class and successfully developing staff through leading in serve training.		*
3.	Proven record of raising standards for all pupils, including underachieving pupils.	*	
4.	Experience of promoting positive behaviour conducive to learning, focused on raising standards	*	
5.	Experience of promoting highly effective communications within and between teams and other stakeholders in the academy community.		*
<b>Characteristics and Competencies</b>		<i>Essential</i>	<i>Desirable</i>
1.	Ability and willingness to promote the school's aims and the positive culture and ethos	*	
2.	Ability to implement and lead whole school initiatives and support colleagues to raise standards through effective CPD and increased subject knowledge and skills.	*	*



3.	Ability to develop good personal relationships within a team; making an effective contribution to high morale.	*	
4.	Ability to establish and develop close relationships with parents, governors and the community.	*	
5.	Ability to communicate effectively (both orally and in writing) to a variety of audiences.	*	
6.	Ability to create a happy, challenging and effective learning environment	*	
7.	Boundless enthusiasm, determination and drive to inspire others to achieve high standards	*	
8.	An appetite and stamina for challenging work	*	
9.	A solution-focussed mind-set and determined “no-excuses” approach to raising standards	*	
10.	A personable nature to build effective relationships with parents and all members of the school community	*	
11.	A lively, creative and good-humoured approach to all aspects of teaching, management and leadership	*	
<b>Other</b>		<i>Essential</i>	<i>Desirable</i>
I.	Christian		*



## **Equality and Inclusion**

The Diocese of Chichester Academy Trust believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the academy has a number of policies that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment. All applicants are required to complete the Equality Monitoring form.

## **Health and Safety**

You are responsible for ensuring that workplace responsibilities within the Section are carried out with full regard to, and in support of, The Trust's Health and Safety Policies.

## **Sustainability and Environment**

The Diocese of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of regional and local environmental issues. The Diocese of Chichester Academy Trust will support the academy in continuously seeking to find ways to improve its environmental performance and all staff are required to support these aims.

## **Data Protection/GDPR**

The Diocese of Chichester Academy Trust is committed to the principles and statutory obligations of the Data Protection Act 2018. Privacy notices and policies can be viewed on the DCAT website link here:- <http://www.dcat.academy/policies/>

You should be aware that the information you have provided will be stored on the Trust's HR secure database and will only be used to process your application. It will not be passed to any other organisation.

## **Safer Recruitment - Right to Work**

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information on this.

## **Safeguarding**

The Diocese of Chichester Academy Trust and academy are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. New members of staff will be required to apply for Disclosure Service certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at [www.homeoffice.gov.uk/dbs](http://www.homeoffice.gov.uk/dbs).

## **Visiting the academy**

We would very much welcome pre visits to the academy. Please call or email Central CE Academy to arrange. Tel: 01243 783709, Email: [office@centralschool-chichester.org.uk](mailto:office@centralschool-chichester.org.uk)

## **Information on relocating to Chichester**

<https://www.visitchichester.org/view-our-brochure>



## Application Form Completion

As part of the application, please focus the reasons for your application on the essential criteria within the Person Specification. You may want to do this in the form of a letter as part of the application. Please indicate, providing evidence, how your knowledge, skills, experience and personal attributes either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Description. We do not accept CV's.

## Receipt of Application

Applications are acknowledged (by email) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact Central CE Academy.

## Shortlisting

We assess all applications against the Person Specification criteria using the evidence you provide in your application. This will be completed by a panel of Trust and Academy senior staff. We carefully check all applications for anomalies. Candidates who best meet the Person Specification will be invited to an interview via email. If you have not heard from us within three days of the shortlisting date, you have not been successful at this stage.

## References

We request **three** references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. One referee should be your current or last employer.

## Interview Process

The interview will be held at Central CE Academy, Orchard Street, Chichester, PO19 1DQ. The interview panel will consist of Senior DCAT and academy staff and a representative from the Core Executive. You will be required to deliver a 40-minute lesson teaching a Year 5 class where you will be observed.

## Offer of Employment

We will make a verbal offer of employment by telephone and an offer letter in writing will be emailed. Any offer is made subject to satisfactory references, DBS clearance check and proof of identity and qualifications. Each candidate will be telephoned with the outcome and offered brief feed-back.

Candidates should complete the application form and return it so that it is received no later than **Thursday 29<sup>th</sup> November 2018 by 12:00 noon**. Send to:- The Headteacher, Central CE Academy – Email: [central@dcac.academy](mailto:central@dcac.academy)

Closing Date	Thurs 29th November 2018, <b>12:00 noon</b>
Shortlisting Date	Thurs 29 <sup>th</sup> November 2018 - PM
Interview Date	Weds 5th December 2018