



THE DIOCESE
OF GLOUCESTER
ACADEMIES TRUST
unlocking potential

Class Teacher

Dursley CofE Primary Academy





Dear Applicant,

Thank you for your interest in applying for the role as a Class Teacher at Dursley C of E Primary Academy.

At Dursley C of E Primary Academy, our vision statement is, 'together we shine brightly because together we make a difference' and this underpins everything we do. We are proud of our enthusiastic children and dedicated staff team, who make Dursley a friendly and exciting place to be.

As a member of the Diocese of Gloucester Academies Trust, the successful candidate will be able to work alongside and share practice with colleagues in our partner schools. They will also access opportunities within the Trust's CPD programme, continuing professional and leadership development.

In the first instance, the successful candidate will be working in Upper Key Stage Two, and providing cover across the school for the remaining days.

The closing date for completed applications is 19th February 2024. Interviews are scheduled to take place on the week beginning 26th February 2024.

To submit your application please email the completed form to admin@dursley.gloucs.sch.uk before the closing date.

Should you have any questions, or would like to go on a tour of the school please do not hesitate to get in touch. We would be delighted to share with you how at Dursley we shine brightly and make a difference.

Yours faithfully.

Mrs Heather Gregory- Acting Headteacher



The Diocese of Gloucester Academies Trust seek to appoint a

Class Teacher

This is a full time position.

We are looking for a teacher who:

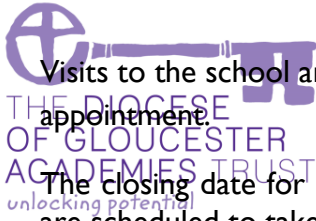
- Is passionate about delivering an engaging and relevant curriculum
- Is strong and dedicated to school improvement
- has the expertise and drive to lead a curriculum subject across the school
- would like to further develop their Leadership experience

The successful candidate will be:

- A positive and enthusiastic addition to our lively learning community
- An excellent teacher with high expectations of self and all children; someone who is committed to raising standards of learning and achievement
- Personable, approachable and able to build positive working relationships with adults and children
- Solution focused and resilient; someone who can offer and receive support as part of a team
- A passionate team player who will play an active role in all aspects of school life and contribute to the development of our school

What we offer:

- A friendly and collaborative team of professionals who care about each other and our community
- Creative, enthusiastic children with amazing ideas, who will make you smile on a daily basis
- A supportive and encouraging leadership team
- The opportunity to work with other professionals across the Diocese of Gloucester Academies Trust.
- Training and development opportunities for all staff, including programmes for newly qualified and experienced teachers.
- The chance to 'shine brightly' and 'make a difference to the lives of our children and families.



Visits to the school are welcome and encouraged. Please contact the office to arrange an appointment.

The closing date for completed applications is 12pm, on the 19th February 2024. Interviews are scheduled to take place on the week beginning 26th February 2024.

Further details and an application form can be downloaded from the vacancy area of our website.

If you would like an informal conversation about the role please contact Mrs Heather Gregory (Acting Headteacher) on 01453 542304 or email admin@dursley.gloucs.sch.uk

Safeguarding statement:

Dursley C of E Primary School is committed to the safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. All post at Diocese of Gloucester Academies Trust are subject to preemployment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.

An enhanced DBS check is required for the successful candidate and social media checks are completed at the shortlisting stage as per guidance from KCSIE 2022.

The post is exempt from the Rehabilitation of Offenders Act 1974. The school is therefore permitted to ask job applicants to declare all convictions and cautions on a self declaration form in advance of attending an interview (including those which are "spent" unless they are "protected" under the DBS filtering rules) in order to assess their suitability to work with children

Candidates should refer to our school website for our approaches to safeguarding and child protection:

- Our Child Protection and Safeguarding Policy
 - Safer Recruitment Policy including appointment of ex-offenders



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Class teacher

Job Description

Salary Range: MPS-UPS I

Responsible to: Headteacher and Governors

Purpose of the job:

- To be responsible for the learning and achievement of all pupils of an assigned class or group, ensuring equality of opportunity for all pupils;
- To be responsible for the day to day management of the class or group during on site and off site activities:
- To work in partnership with colleagues, governors, parents and outside agencies in the best interests of the pupils and the school;
- To act professionally at all times, and in line with the duties outlined in the current School Teachers' Pay and Conditions document and Teacher Standards (2012);
- To be responsible for promoting and safeguarding the welfare of all pupils and young people within the school;
- To actively contribute to, and promote, the aims and objectives of the school, and to maintain its philosophy of education

Main Duties and Responsibilities:

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document. Due regards should also be paid to the Teacher Standards (2012), against which teacher performance will be assessed as a part of the appraisal process.

Teaching:

- To create and manage a stimulating, enjoyable, purposeful and safe learning environment for all pupils;
- To promote a caring, supportive and mutually respectful learning environment;
- To set challenging, stretching goals in learning and social development which prepare pupils for their life beyond school;
- To promote high expectations of achievement in all areas of school life;
- To plan and provide well-structured learning activities which build on rigorous ongoing assessment of pupils' capabilities and needs;
- To be accountable for pupil progress, attainment and outcomes;
- To keep up to date with, and demonstrate knowledge of, how children learn, and use this to influence teaching;
- To encourage pupils to take responsibility for their learning, and to develop healthy, conscientious attitudes to learning;

- Demonstrate secure subject knowledge, and in the Foundation Stage, secure knowledge of the Early Learning goals and associated curriculum;
- If teaching early reading, have a secure understanding of appropriate teaching strategies, include, but not limited to, systematic phonics approaches;
- If teaching early mathematics, have a secure understanding of appropriate early mathematics teaching strategies;
- Demonstrate understanding of, and actively promote, high standards in literacy, articulation and the correct use of standard English;
- Promote a love of learning, and the stimulation of curiosity;
- Plan thoughtful, assessment based and stimulating learning sequences and lessons which develop pupil understanding and knowledge;
- Plan learning activities which develop learning skills and skills for the wider world beyond the classroom, including planning for outdoor learning and school visits;
- Pay due regards to the school's agreed curriculum;
- Plan opportunities to address and develop the personal, social, emotional and cultural aspect of pupils' learning;
- Demonstrate a clear understanding of differentiation, ensuring that the learning needs of all pupils are met, regardless of special educational need, disability, English as an additional language, or high ability;
- Demonstrate an understanding of statutory assessment requirements;
- Use formative assessment to ensure all pupils make progress and use summative assessments as required by the school, to monitor pupil progress;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.

Behaviour and Safety:

- Demonstrate an understanding of, and consistently apply, the school's behaviour policy and code of conduct;
- Develop clear rules and routines for classroom behaviour;
- Promote respectful, courteous and good behaviour throughout and around the school;
- In line with the school's behaviour policy, have high expectations of behaviour, establishing an appropriate framework of rewards and sanctions and to apply these fairly, transparently and consistently;
- Manage classes and groups effectively, using a range of appropriate strategies to promote respectful and courteous behaviour;
- Maintain good relationships with pupils, acting warmly but with authority, to the benefit of pupils' learning;

Teamwork and Collaboration:

- To work in collaboration with colleagues and the wider school community, taking an active role in decision making with regards to policy development, curriculum development, the preparation of programmes of study, the distribution of teaching materials and resources, and pastoral arrangements;
- To participate in staff meetings and Inset as directed by the Head Teacher;
- To take an active role in the development of the school, its aims and ethos, vision and focus;
- To promote throughout the school and beyond, the school's ethos and philosophy;
- To work in partnership with teaching partners (assistants) and volunteers, ensuring their effective use within the classroom;
- To liaise with outside agencies where appropriate.

Wider Professional Duties;

- To consult and communicate with parents and carers over all aspects of pupils' education – academic, social and emotional;
- To communicate achievements and positive feedback to parents and carers;
- To ensure school policies are reflected in practice, including those dealing with bullying and equality;
- To pay due regard to advice and feedback from colleagues to improve practice;
- To promote the welfare of all pupils in line with relevant policies and procedures and to support the school in safeguarding pupils in daily practice;
- To promote equality in all areas of school life and to treat everyone with fairness, respect and dignity;
- To take responsibility for the health and safety of pupils;
- To take responsibility for one's own health and safety, complying with the School's Health and Safety Policy, and any other policies or procedures which pertain to this role;
- To make substantive contribution to the extra-curricular life of the school, including the provision of after school clubs;

Administration:

- To prepare and maintain clear and appropriate records;
- To prepare appropriate records for the transfer of pupils between classes or schools;
- To maintain a regular system of monitoring, assessing, record keeping and reporting of pupil progress;
- To contribute to the selection and professional development of student teachers, new teachers and those serving induction periods;
- To prepare and disseminate such policy, procedural or information documents relating to subjects for which the post holder has responsibility;
- Register the attendance of, and supervise learners, before, during and after school as appropriate including break times as agreed;
- Participate in and carry out any administrative and organisational tasks as reasonably as required by the Head Teacher, paying regard to the School Teachers' Pay and Conditions Document;

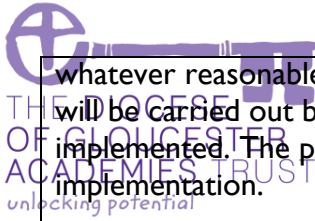
Professional Development:

- Regularly review the effectiveness of one's own teaching and assessment, refining approaches where appropriate responding to feedback and advice from colleagues;
- Take responsibility for one's own professional development opportunities provided by the school, or identified through the appraisal process;
- Proactively engage with arrangements for appraisal;

Other

The current main duties and responsibilities of this post are outlined in this job description. The list is not intended to be exhaustive. The need for flexibility, shared accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's banding and whenever reasonably instructed.

It is the practice of the Diocese of Gloucester Academies Trust to review job descriptions annually to ensure that they relate to the role as then being performed or to incorporate



whatever reasonable changes that have occurred over time or are being proposed. This review will be carried out by the Trust in consultation with the post-holder before any changes are implemented. The post-holder is expected to participate fully in such discussions and implementation.

Signed: Headteacher

Name

Date

Signed: Employee

Name

Date

Person Specification

Personal Values

- | | Essential | Desirable |
|---|-----------|-----------|
| Committed to actively promoting the Christian ethos and values of the academy | X | |
| Committed to the Academy vision | X | |

Qualifications

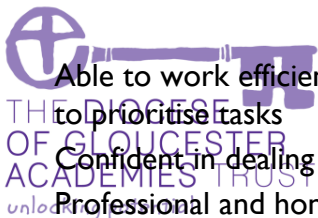
- | | | |
|---|---|--|
| Educated to honours degree or above | X | |
| Qualified Teacher Status | X | |
| Evidence of relevant Professional Development | X | |

Experience

- | | | |
|---|---|--|
| Knowledge and understanding of the requirements of the Early Years and Primary Curriculum. | X | |
| Knowledge and understanding of the National Curriculum | X | |
| Knowledge and understanding of statutory assessment requirements and arrangements | X | |
| Knowledge and understanding of the implications of equal opportunities, and inclusion | X | |
| Knowledge and understanding of safeguarding and child protection legislation and guidance | X | |
| Knowledge and understanding of current research into effective learning strategies, educational trends and issues | X | |
| Willingness to take on subject leadership of a curriculum area | X | |
| Ability to form positive, warm relationships with pupils | X | |
| Ability to plan and prepare effectively | X | |
| Ability to prioritise and manage time and workload | X | |
| Ability to work as part of a team | X | |
| Ability to communicate with a wide range of audiences, including pupils, parents, colleagues and others | X | |
| Ability to be creative, innovative and tenacious | X | |
| Clear and courteous communication skills | X | |
| High level ICT skills | X | |
| Experience of deployment of other adults | X | |

Personal Qualities

- | | | |
|---|---|--|
| Friendly and approachable with strong written and oral communication skills | X | |
| Well-motivated with the ability to use his/her own initiative | X | |
| Excellent organisational skills and attention to detail | X | |
| Flexible and co-operative team worker | X | |
| Reliable and punctual | X | |



- Able to work efficiently and accurately under pressure and to prioritise tasks X
- Confident in dealing with a variety of stakeholders X
- Professional and honest X

Additional Requirements

- A DBS will be required prior to appointment X
- Good health and attendance record X
- Excellent and unequivocal references X
- Current driving licence and personal transport X



Background Information

The Diocese of Gloucester Academies Trust (DGAT) is a Multi-Academy Trust established by the Diocesan Board of Education (DBE) in 2012 to serve schools from across the County. There are currently nineteen primary and one infant school within the Trust. Eighteen of the nineteen academies have religious designation as Church of England schools.

The Trust is currently working with a number of schools who are exploring academy conversion. It is therefore anticipated that the Trust will grow in number.

The vision and ethos of the Trust

The vision of the Diocese of Gloucester Academies Trust (DGAT) is to provide children of all faiths and none with excellent educational provision which transforms lives within a caring and supportive Christian ethos.

In achieving this vision, DGAT works with academies which realise the benefits of a collaborative approach to sustaining and developing excellent educational provision. The Trust has therefore adopted a collegiate approach to developing communities of learning, designing flexible models of working which fully utilise the expertise which exists within its schools and in its centrally employed staff. It is an expectation of the Trust that all DGAT academies will play an active role in sharing best practice and learning from one another, as well as being outward-facing and engaging with the wider local and national educational agenda. The ultimate aim of the Trust is to build sufficient capacity within its academies to be self-supporting in order to be fully responsible and accountable for transforming pupil outcomes.

In order to support the Trust's academies, DGAT provides the following support:

- School Improvement
- Christian Character
- HR and Legal
- Finance and Business
- Premises and Insurance
- Compliance and GDPR