

James Montgomery Academy Trust

Class Teacher Information Pack



January 2023



Contents

- Letter of welcome from the Chief Executive Officer
- Advertisement
- James Montgomery Academy Trust
- Current School Information
- JMAT's Approach to Inclusion
- Job Description
- Person Specification
- Application Process



Letter of welcome from our Chief Executive Officer



Dear Candidate,

Thank you for your interest in this role within the James Montgomery Academy Trust.

We have 18 schools in our Trust, with an additional one soon to convert. Our Trust vision is to ensure that our schools are child centred, inclusive and distinctive, delivering excellence in education, sharing best practice and building aspiration. This demonstrates our commitment to put inclusion at the heart of our Trust and we aim to achieve this through supporting and developing the highest quality practice in our schools. The successful candidate will join the wider team and work across the Trust in the role of class teacher.

As a Trust, we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual schools to flourish with real identity and distinctiveness, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within JMAT belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. JMAT provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. I hope you are as excited by this proposition as we are and if so, we look forward to meeting you.

Mr David Silvester



Advertisement

James Montgomery Academy Trust are looking to appoint a skilled and passionate full time class teacher to join our enthusiastic and talented team. We are looking for a team member who will work in schools across the Trust and embody our vision. The start date for the post is 17th April 2023 (after the Easter break).

'Our schools are child centred, inclusive and distinctive, delivering excellence in education, sharing best practice and building aspiration.'

We are dedicated to providing the very best education for all of our children and have high expectations for everyone in our schools. We strive for all of our schools to be the very best and provide a holistic education to all children.

You will be:-

- Passionate about making a difference to the education and personal development of all children.
- Knowledgeable and experienced in working with children from across different age ranges.
- A teacher who upholds the Teacher Standards.
- Caring, empathetic and understanding to the changing needs of all children, providing them with only the very best in teaching and wider support.

We can offer you:-

- Children who love learning and want to learn more.
- Highly skilled and supportive colleagues.
- An inclusive ethos where every child is nurtured, challenged, valued and supported to be their very best.
- A strong CPD programme built around individual needs and collaboration.
- A warm and friendly environment where we all aspire to be the best that we can be
- A Trust that offers many opportunities for growth and personal development.

James Montgomery Academy Trust is committed to safeguarding and promoting the welfare of children and relevant safeguarding checks will be conducted in line with guidance and Keeping Children Safe in Education 2022.

All school posts involve working with children and therefore the successful candidates will be required to apply for a disclosure of criminal records at an enhanced level. Further information about the Disclosure Scheme can be found at www.gov.uk/disclosure-barring-service-check

As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), James Montgomery Academy Trust complies fully with the code of practice and undertakes to treat all applicants for positions fairly. James Montgomery Academy Trust undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

James Montgomery Academy Trust is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background. We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records.

Having a criminal record will not necessarily bar a person from working in school. This will depend on the nature of the position and the circumstances and background of the offence(s).

If shortlisted, you will be asked to complete and return a Criminal Records Declaration Form prior to interview. At interview, or in a separate discussion, James Montgomery Academy Trust ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

Failure to declare a relevant conviction, caution or pending police action, will disqualify the applicant from appointment or result in summary dismissal if the discrepancy comes to light later.

James Montgomery Academy Trust

Our Trust has officially been in existence since 2016 and we have, in that time, grown from an initial group of 5, to now be working across 18 converted schools. All our schools are in the primary phase, encompassing primary, infant and junior, and are all based in South Yorkshire.

The Trust Board is determined to see a high performing and successful Multi-Academy Trust that delivers the very best educational experience for the pupils attending our schools. Our schools play a key role in the community supporting our families and offering our children opportunities to grow and thrive, academically, socially and emotionally. We want our children to be confident and resilient.

Trust Vision and Values

Our schools are child centred, inclusive and distinctive, delivering excellence in education, sharing best practice and building aspiration.

Trust Core Principles

Together we will:

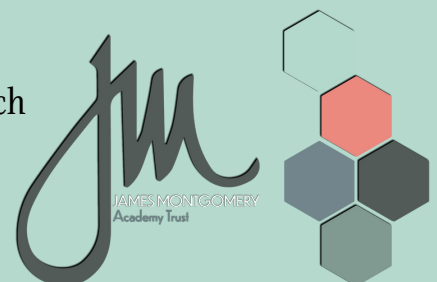
- Consistently put children at the heart of decision making
- Champion school individuality
- Continually improve through innovative and research driven practice

School Improvement Strategy Goal

The school improvement strategy of JMAT aims to create a self-improving school led system through collaboration, support and challenge.

Together we will promote and secure:

- Individuality
- Good levels of achievement for all
- High quality teaching and inclusive practice underpinned by research
- Aspirational leadership and governance
- Access to high quality CPD
- Best practice across the Trust and wider partnerships
- Value for money
- Safe schools



Current School Information

School	Local Authority	Date Joined Trust	Age Range	Ofsted Grade
Anston Hillcrest Primary School	Rotherham	May 2021	3-11	Outstanding December 2013
Brampton Cortonwood Infant School	Rotherham	June 2017	2-7	Good November 2021
Brampton 'The Ellis' C of E Primary School	Rotherham	April 2017	3-11	Outstanding October 2013
Brinsworth Howarth Primary School	Rotherham	December 2019	3-11	Good July 2016
Ferham Primary School	Rotherham	October 2021	2-11	Special Measures February 2020
Harthill Primary School	Rotherham	April 2020	4-11	Good June 2018
Highfield Farm Primary School	Rotherham	January 2023	3-11	Requires Improvement January 2019
Hooton Pagnell All Saints C of E Primary School	Doncaster	April 2018	4-11	Good September 2022
Kiveton Park Infant School	Rotherham	December 2018	3-7	Good July 2016
Kiveton Park Meadows Junior School	Rotherham	December 2019	7-11	Good June 2017
Laughton Junior and Infant School	Rotherham	October 2018	3-11	Good January 2015
Mexborough St John The Baptist C of E Primary	Doncaster	December 2016	3-11	Good October 2019
Meadow View Primary School	Rotherham	December 2021	3-11	Requires Improvement December 2019

Current School Information

Continued . . .

School	Local Authority	Date Joined Trust	Age Range	Ofsted Grade
St Ann's Junior and Infant School	Rotherham	October 2020	3-11	Requires Improvement March 2018
Thurcroft Infant School	Rotherham	February 2021	3-17	Outstanding November 2014
Wath C of E School	Rotherham	March 2017	3-11	Good February 2020
Wath Central Primary School	Rotherham	March 2017	3-11	Good May 2022
Wath Victoria Primary	Rotherham	June 2017	2-11	Good November 2021



JMAT's Approach to Inclusion



Successful inclusion is at the heart of the ethos in JMAT schools and this is passionately driven by teams within the Trust and every school. The highest quality of teaching and learning and early intervention are key aspects of how successful inclusion is recognised, with a clear emphasis on equal opportunities for all. The right to a quality education that recognises the potential of every child and prepares them adulthood is at the heart of everything that we do. The highest value is placed on co-production with the child and their family. There is a clear focus on quality first teaching that meets the needs of every child in conjunction with their individual strengths and aspirations. We believe in an entitlement to an inclusive, broad and balanced curriculum where children can learn within a nurturing environment and alongside their peers. Good systems incorporating graduated responses for all areas of need build from this in ensuring all needs are fully met. Our vision is that all children will have the same opportunities to thrive in any JMAT school and will be successfully included in all aspects of the school community. The Trust aims to fully support all schools in ensuring this vision is brought to life through first class training and access to expert advice and resources.



Job Description



Post Title: Trust Class Teacher
Grade: MPS / UPS
Reporting to: Headteacher / JMAT / Local Governing Board
Position: Permanent and Full Time
Hours: 32.5 hours
Start Date: 17th April 2023 (after the Easter break)

Job Purpose

Carry out the professional duties of a teacher as circumstances may require and in accordance with the Trust's policies and ethos under the direction of the CEO and Headteacher of a school.

To undertake duties in line with the professional standards for qualified teachers as per Teachers Standards 2012.

Specific Responsibilities

In line with the Teacher Standards :
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.



Job Description



Specific Responsibilities Continued

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 wellbeing.



Job Description



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
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.



Job Description



Specific Responsibilities for those on the Upper Pay Scale

1) Professional Attributes

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

2) Professional Knowledge and Understanding

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

3) Professional Skills

- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

This job description sets out the duties of the post at the time it was drawn up. The postholder may be required from time to time to undertake other duties with the Trust as may be reasonably expected, which are commensurate with the grade of this post.



Person Specification



A - Education and Qualifications	Essential	Desirable	Source A- Application I - Interview R - Reference
Qualified teacher status	Yes		A
Degree	Yes		A
Evidence of continuous professional development	Yes		A
Team Teach Training		Yes	A



B - Experience	Essential	Desirable	Source A- Application I - Interview R - Reference
Proven ability as an excellent classroom practitioner	Yes		A,I,R
Proven record of effective subject leadership		Yes	A,I
Experience of EYFS, KS1 and KS2	Yes		A,I
Experience of working with children having SEND	Yes		A,I, R





C - Knowledge and Skills	Essential	Desirable	Source A- Application I - Interview R - Reference
Professional knowledge of what constitutes high quality standards in teaching and learning	Yes		A,I
Professional understanding of inclusion and strategies for engaging all learners	Yes		A,I
Professional understanding of safeguarding within a school setting	Yes		A,I
Understand procedures and legislation relating to confidentiality	Yes		A,I
Ability to write reports, keep accurate records and communicate effectively	Yes		A,I
Effective organisational skills	Yes		A,I
Ability to work well with a range of audiences, including parents/carers and other professionals	Yes		A,I,R
Ability to use a positive approach to promote learning and excellent behaviour	Yes		A,I,R
Confident and competent in the use of ICT	Yes		A,I
Understanding of curriculum and assessment of pupil progress	Yes		A,I,R
Knowledge of statutory assessments		Yes	A



D - Personal and Professional Attributes	Essential	Source A- Application I - Interview R - Reference
Resilience, the ability to work under pressure and be able to meet deadlines	Yes	A,I
Proven ability to prioritise workloads	Yes	A,I
Ability to work effectively and supportively within the school and wider across the Trust	Yes	A,I
Excellent communication skills (including written, oral and presentation skills)	Yes	A,I
A commitment to safeguarding and promoting the welfare of children and young people	Yes	A,I
Ability to work creatively and collaboratively	Yes	A,I
Demonstrably professional, honest and loyal	Yes	A,R
Ability to make and justify difficult decisions	Yes	A
Commitment to our pupils and their learning, wellbeing and safety	Yes	A,I
Committed to equality in line with the Equality Act 2010	Yes	A,I
Ability to establish rapport and respectful and trusting relationships with children, their families	Yes	A
Able to build and maintain successful and purposeful relationships	Yes	A
Passionate about teaching and learning	Yes	A,I
Open-minded, self-evaluative and adaptable to changing circumstances and new ideas	Yes	A,I
Willingness to be involved in the wider life of the Trust	Yes	A,I

Additional Essential Criteria

- Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment.
- Fully supportive references.
- Full enhanced DBS clearance.



Application Process



- The closing date for applications is: Wednesday 8th February 2023 (09:00)
- Shortlisting will take place on: Wednesday 8th February 2023
- Interviews will be held: Friday 10th February 2023
- All applications should be submitted via email and queries via telephone to the Trust: 01709 763905. Please mark your application clearly with the vacancy reference and return all application forms by email to: mfinney@be.jmat.org.uk
- Shortlisted candidates will be contacted via phone or email with further details about the interview process.
- Start date for the post is 17th April 2023 (after the Easter break)



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inclusive and distinctive, delivering
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