



W A T E R T O N
ACADEMY TRUST®



**Watererton Academy Trust – Assessment
Resource Provision (Cudworth site)**

**Teacher
Application Pack**

Post title	Teacher
Location	Waterton Academy Trust Assessment Resource Provision Based at Churchfield Primary School, Snydale Road, Cudworth, Barnsley, S72 8JR
Salary & Grade	MPS/UPS - £25,714 - £41,604 plus SEN allowance (pending pay award)
Hours	Full Time Permanent

Waterton Academy Trust are delighted to be looking to appoint a motivated, skilled and resilient teacher with experience in supporting children with Social Communication and Interaction Needs/Autism. The successful candidate will lead our Assessment Resource Provision (ARP) for children with ASD and/or communication and interaction needs from January 2023 and will work with a small team presenting and promoting commitment to inclusive education.

This is an exciting opportunity for a teacher who has experience of working with children presenting additional/high needs in a mainstream school or experience of leading SEND in a mainstream school, and is looking for a new challenge.

The Waterton Academy Trust Assessment Resource Provision is a purpose built independent ten place ASD unit based on the site of Churchfield Primary School. It will provide an environment, which will empower pupils to make progress providing the support required to develop according to their personal needs as identified in their Education Health and Care Plan.

In the first instance, the role will involve planning and delivering bespoke programmes of work and support to pupils, and working in collaboration with outside agencies to ensure the highest of outcomes and provision.

This is an exciting opportunity to be part of a strong and dedicated staff team who are committed to high standards and creating an inclusive learning environment for all children.

This post is not suitable for early career teachers.

We are looking for someone who:

- Is an outstanding practitioner
- Will be positive and confident in using their knowledge of current theory and practice in teaching and learning, and SEND
- Will be ready to utilise the benefits of a curriculum that is innovative and flexible in terms of delivery and content; this is likely to include designing a bespoke curriculum that meets the needs of a variety of the pupils
- Will have high expectations of the children's learning and behaviour and is committed to raising standards
- Will be engaged with the provision's ethos, thinking creatively and reflectively within an open and honest team, whilst keeping the needs of the pupils firmly at the centre
- Is able to lead and share best practice, be flexible and compassionate
- Will develop positive relationships with pupils and able to use a variety of strategies to meet individual needs

- Will be an enthusiastic team player, willing to go above and beyond to facilitate the learning and experience of the children
- Play a full part in the life of the assessment unit and be committed to working in partnership with staff and parents
- Relish opportunities for continuing professional development.

In return, Waterton Academy Trust can offer:

- Friendly and supportive colleagues with a forward-thinking leadership team
- A commitment to your professional development
- Fantastic opportunities for collaboration with colleagues across the Waterton family of schools.
- A health and wellbeing package
- A cycle to work scheme
- An excellent pension package

Next Steps

Further Details

Visits are strongly encouraged. For further information or to arrange a visit please contact Lyn Dixon, Assessment Resource Lead by email l.dixon@watertonacademytrust.org, or by telephone on 01226 710 523.

To Apply

Applicants are requested to submit a completed application form which can be downloaded from the recruitment page on the trust's website. www.watertonacademytrust.org

Completed applications are to be returned to hr@watertonacademytrust.org or to the school address by the closing date below.

Closing Date: Wednesday 12th October 2022 - midday

Shortlisting: Thursday 13th October 2022

Interviews: Thursday 20th October 2022

Dear Applicant

Thank you for your interest in the post of Teacher at Waterton Academy Trust – ARP Unit. We hope that this pack provides you sufficient insight and information to decide if you have the right qualities, skills and experience to apply for the position.

Our Trust came in to being on the 1st September 2014. Our 13 primary, infant and junior schools are currently situated within the Wakefield and Barnsley areas and consist of well over 3000 pupils.

This is an exciting time for all concerned with the trust as we enter into a new phase of development. The reshaping of our focus and renewed drive for excellence will undoubtedly lead to improved opportunities and outcomes for all.

People are at the heart of our organisation. We invest heavily in our children, staff, Trustees and Governors, ensuring that we all benefit from being part of the Waterton family. We seek to create a fertile environment for growth, to share best practice, develop expertise, draw on local, national and international research, and form partnerships within and beyond the trust.

Working for Waterton you will have the opportunity to support our schools in shaping the lives of all those in the Waterton family.



Given the trust's ambitions for excellence, we are seeking to employ outstanding individuals to join our team. We require highly skilled professionals that can contribute to the development of our provision and support our academies in providing our children with the best possible learning experience. If this is you, then we would be delighted to hear from you.

Yours sincerely,



Dave Dickinson OBE
Chief Executive Officer

Dear Applicant

Waterton Academy Trust is extremely proud to have opened its first Assessment Resource Provision on the site of Churchfield Primary School in Barnsley. We are looking for an outstanding and experienced practitioner to join us on our journey offering unique and exciting opportunities to develop innovative ways of working and are pleased to be able to offer the opportunity to appoint a Teacher from January 2023 on a permanent contract.

Inclusion is a key priority for the Trust and we are excited to be opening another provision site for Key Stage 2 children shortly in Athersley North.



Our Resource Provision provides an excellent learning environment for an additional 10 children who have complex communication and interaction difficulties and who have an EHCP (Education Health Care Plan).

This vibrant assessment unit is child centred and innovative in its approach. This is an exciting opportunity for candidates who would like to become part of a dedicated multi professional team developing a creative engaging curriculum and a safe secure and happy environment for all.

As an assessment provision we pride ourselves on our passion for nurturing the whole child. We have a caring ethos, and are very pupil-focused and inclusive, going above and beyond. Children will be with us for up to 6 terms during which time staff will determine if the child is able to return to a mainstream setting or will require a specialist provision.

We are very proud of our diverse and highly inclusive community. Candidates need to be committed to delivering the best learning opportunities for every child and remove the learning challenges some of our children face so that every child succeeds.

Our aim is to create a happy and inspiring environment with highly skilled and trained staff that help to support children to thrive and achieve their true potential in an environment that is best suited to their needs.

You will become an integral part of a team of highly skilled staff who work tirelessly to ensure successful outcomes and enjoyable learning experience for our children.

The team will include 3 Teaching Assistants, a Higher Level Teaching Assistant and an Assessment Resource Lead. You will also be supported by the wider Trust Central team.

Yours sincerely

Lyn Dixon

Assessment Resource Lead



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I love working at the Trust, the staffing team are like a family and everyone is so supportive. We work together to gain the best possible outcomes for our children and community.

Miss S Thomas

Y2 Teacher



About the Trust



Our vision is to create a collaborative of schools that work together to deliver excellence; a collective where teaching and learning is paramount and children enjoy and engage in a rich and relevant curriculum. We strive to foster a culture of high aspiration amongst all our students and to create an environment where everyone reaches their full potential, regardless of their social, economic or cultural background and where success truly is a shared experience.



The creation of the Centre for Excellence (CfE) is the single most important development the trust has delivered in recent years. The centre has become the beating heart of our school improvement strategy, CPD offer, partnership working and the main conduit for our blended learning provision. Our School Improvement Team are based in the CfE and leaders from across the trust work alongside them to develop practice and provision. The trust believes that excellence can only be delivered through investing in people and providing them with the resources they need to deliver. The CfE is one example of how we do that.

The trust has maintained a manageable geographical partnership area, one where academy staff and central team colleagues are able to travel between each other within a reasonable time frame. There are currently thirteen academies in the trust, all are within the Wakefield and Barnsley boundaries and therefore find it easy to attend INSET, CPD and trust events. The trust has adopted a Hub Model to further support collaborative working and allow for future growth.



I joined Waterton as an apprentice and have enjoyed three years of professional development. I feel that I have grown into a valued member of the Central Team. I am loving working within the excellent resource that is the CfE.

Jack
Digital Media Officer

Waterton Offices
C – Centre for Excellence
F – Finance Office

West Hub Schools

- 1 – Wrenthorpe Academy
- 2 – Sharlston Community School
- 3 – Walton Primary Academy
- 4 – Normanton Junior Academy
- 5 – Lee Brigg Infant and Nursery School
- 6 – Crofton Infants' School
- 7 – Normanton Common Primary Academy

East Hub Schools

- 8 – Churchfield Primary School
- 9 – King's Meadow Academy
- 10 – West End Academy
- 11 – South Kirkby Academy
- 12 – Ackworth Mill Dam School
- 13 – Cherry Tree Academy

Why Choose Waterton?

Everything we do is about creating a team of committed professionals who share our ambition for young people.

We are committed to providing employees with a safe, healthy and supportive environment in which to work.

We seek to reduce disadvantages, discrimination and inequalities of opportunity. We promote diversity.

We recognise the need to support staff to enable a healthy work life balance.

We are able to draw upon expertise from across the trust. Colleagues collaborate and share best practice through a number of trust wide networks.

Our partners are of the highest quality and colleagues have the opportunity to work alongside sector leaders such as the EEF and Research School Network.

Flexible working arrangements are promoted across the trust where possible, to enable our staff to manage their work life and family commitments.





About the Trust

Partners and Projects

Investing in people and in partnerships is key to ensuring excellence and is something that as a trust we are extremely passionate about.

Quality professional development is delivered by colleagues from across the trust to all members of our team.

We are proud to call ourselves an outward facing organisation and are advocates of sharing best practice and being contributors to the wider system leaders' network. We therefore encourage colleagues to take up opportunities and engage in projects outside of the trust.

Below are examples of some of the partners, projects and opportunities that Waterton Academy Trust colleagues experience.

I started my teaching career as an ITT student through the Waterton and Leeds Trinity partnership. I enjoyed the ITT course and found the training on offer, especially within Waterton, to be extremely beneficial. The course was challenging, supportive and a great deal of fun. The fact that there is a job at the end for successful students is the cherry on the cake!

Robyn

Year 2 Teacher (RQT)



Education
Endowment
Foundation

A collaborative partnership between Wakefield Local Authority, Wakefield System Leaders and Doncaster Research School. Supported by funding from the Education Endowment Foundation and Wakefield Council. The primary project is led by Waterton's CESO and Waterton LLEs are involved throughout.

A partnership through which EBE and Waterton Academy Trust (and the broader Waterton network) collaborate to offer professional learning to teachers and leaders.



**Evidence Based
Education**



The desire to invest in all colleagues has seen the trust become an apprenticeship provider. The first apprenticeship to be designed was the Level 3, Supporting Learning in Primary Schools. The trust is currently designing further courses to support early career progression.

Investing in future leaders has seen the trust create a strong relationship with Learners First. Colleagues have full access to NPQ courses, with NPQH and NPQEL cohorts working together in the CfE.





Job Description

Title	Teacher
Responsible for	Carrying out the professional responsibilities of a teacher, upholding the Professional Teachers' Standards (DFE) and the supervision of support staff when deployed to contribute to pupils' learning.
Accountable to	Headteacher

Purpose of the Post

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils
Ensure delivery of high quality teaching and learning for which they are accountable

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. (Teachers' Standards, DFE, 2011)

Teachers' Standards, DFE, 2011. A teacher must:

- Set high expectations which inspire, motivate and challenge pupils (TS1)
- Promote good progress and outcomes by pupils (TS2)
- Demonstrate good subject and curriculum knowledge (TS3)
- Plan and teach well-structured lessons (TS4)
- Adapt teaching to respond to the strengths and needs of all pupils (TS5)
- Make accurate and productive use of assessment (TS6)
- Manage behaviour effectively to ensure a good and safe learning environment (TS7)
- Fulfil wider professional responsibilities (TS8)
- Demonstrate consistently high standards of personal and professional conduct (PART TWO)

A) Planning, Development and Co-ordination

- To set challenging teaching and learning objectives which are relevant to all pupils in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons.
- To select and prepare resources, and plan for the effective and safe organisation, taking into account pupils' interests, learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to the teaching team, meetings and events.
- To plan for the deployment of support staff where deployed to contribute to pupils' learning.
- To plan for opportunities for pupils to learn in and outside of school contexts.
- To produce long, medium and short term plans in accordance with the school's policies and procedures and within required deadlines.

B) Teaching, Learning and Classroom Management

- To have high expectations which inspire, motivate and challenge pupils and build successful relationships centred on teaching and learning.
- To establish a purposeful and stimulating learning environment where diversity is valued and where pupils feel safe, secure and confident.
- To teach the required knowledge, understanding and skills relevant to the curriculum for pupils in their age range.
- To teach well-structured sequences of lessons and schemes of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and provide collaborative opportunities.
- To promote active and independent learning that enables pupils to think for themselves and plan and manage their own learning.
- To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to promote good progress and outcomes by all.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for pupils' behaviour and conduct and establish a clear framework for classroom discipline in line with the school's policy. Anticipate and manage pupils' behaviour constructively and promote self-control and independence.
- To use IT effectively to enhance the delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework which consolidates and extends work carried out in the class and encourages pupils to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.
- To recognise and respond promptly and effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with the school's policies and procedures.
- To create a culture which shows 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 difference faiths and beliefs).
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate adult.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's appraisal and capability arrangements.

C) Monitoring and Assessment

- To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching for improved learning outcomes.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn.
- To involve pupils in reflecting on, evaluating and improving their own performance and progress.
- To assess pupils' progress accurately against appropriate standards.
- To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional and social difficulties.
- To identify levels of attainment for pupils learning English as an additional language.
- To record pupils' progress and achievements systematically, providing evidence of the range of their work, progress and attainment overtime to inform planning.
- To report on pupils' attainment and progress to parents, carers and other professionals in accordance with the statutory reporting and assessing frameworks.

D) Subject Co-ordination and Leadership

- To implement and review the school's development plan in conjunction with the Senior Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to the use of the subject within school and to support cross curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies for the use of the subject to promote new teaching methods and improve learning throughout school and to monitor their effectiveness in raising standards of teaching and learning.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To manage the resources available for the subject and make recommendation in order to maintain and develop curriculum provision.

Core Duties

- The education and welfare of a designated class/set groups in accordance with the Conditions of Employment of School Teachers as laid down in the current Pay and Conditions Document.
- To ensure that the requirements of the National Curriculum (2014), EYFS Statutory Framework (2021) and KCSIE (2022), the school aims and all policies agreed by the **Governing Body and Waterton Academy Trust** are fully complied with.
- To wholly commit to ensuring children and young people and fully supported and safe. To safeguard all children and young people whilst promoting their welfare.



Waterton Academy Trust's strength lies in its people. Everyone is very open and supportive; I can approach colleagues for advice and guidance when it is needed. The school improvement team are skilled and knowledgeable, and I have the opportunity to work alongside valued peers in other schools nearby. Because of this network of dedicated Waterton colleagues, I can focus on each child fulfilling their potential in school, which is the fundamental tenet of the Trust.

Clare
Headteacher





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I am both proud and privileged to be part of Waterton Academy Trust, which strives to provide an outstanding education for all its children. It is a place where individuals are nurtured, valued and encouraged to flourish and succeed. Commitment, passion and hard work are rewarded with opportunity for personal development; in my own case I have undertaken a journey from Class Teacher, to School Leadership, Trust Lead for our Initial Trainee Teachers and now embarking on a National Professional Qualification for Headship. The ethos of our Trust is 'success is a shared experience', I have wholeheartedly found this to be the case and I am honoured to be part of it.

Sally

Deputy Headteacher, Class Teacher

Next Steps

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I feel so lucky to be part of it all!

Vikki

Chief Operations Officer





Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. The Trust has policies and procedures relating to safeguarding and child protection available on request.

Waterton Academy Trust follows safer recruitment processes which all applicants will be subject to. This includes the interview process containing questions about the safeguarding of children and the disclosure of criminal records and other vetting checks.

An enhanced DBS check is required for the successful candidates, this process is completed by an online third-party company. All successful candidates are required to join the DBS update service with an annual cost of £13. The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of the interview. We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request.

Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.

Where success is a shared experience

Email: admin@watertonacademytrust.org Visit: www.watertonacademytrust.org



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