



# Cherry Tree Academy Teacher Application Pack

<b>Post Title</b>	Class Teacher – KS2
<b>Location</b>	Cherry Tree Academy Cobblers Lane Pontefract WF8 2HN
<b>Salary &amp; Grade</b>	MPS 1 – UPS £25,714 - £36,961
<b>Hours</b>	Full Time Permanent

Waterton Academy Trust is looking to appoint an inspirational and ambitious teacher to join the teaching and learning team at Cherry Tree Academy as soon as possible.

Cherry Tree Academy is on an exciting school improvement journey with all stakeholders firmly committed to providing high-quality education for all pupils. We seek to ensure that every pupil achieves their full potential and develops a sense of belonging to our school community and family of schools. We are looking to appoint two skilled teachers who are able to motivate our pupils to love learning and be driven to achieve their personal best.

Waterton Academy Trust is a forward thinking Multi Academy Trust of 13 partner schools, serving the Wakefield and Barnsley districts.

**We are looking for a teacher who:**

- Can inspire and motivate children to achieve their full potential
- Understand the primary curriculum
- Have a track record of improving standards
- Are fair and constant and able to manage behaviour to good effect
- Are innovative and able to offer high quality learning opportunities
- Have high expectations of themselves and others
- Are willing contribute fully to school life and have the drive and determination to contribute to whole school developments
- Are committed to ongoing professional development
- Have great interpersonal skills and are able to work well as part of a team
- Have good communication skills with children, colleagues, parents and visitors
- Are not afraid to roll their sleeves up and work hard
- Are looking for the challenge of curriculum leadership and an opportunity to develop middle leadership skills

**In return we can offer:**

- The support and expertise of the school’s leadership team and wider Trust School Improvement Team
- A modern, bright and spacious learning environment (recently developed and refurbished)
- The opportunity to work alongside colleagues who are wholeheartedly dedicated to the pupils and community they serve
- A commitment to support your continued professional development through a network of experienced professionals across the Waterton family of schools
- The opportunity to contribute widely to school improvement
- A health and wellbeing package

**Next Steps**

Interested candidates are encouraged to visit Cherry Tree Academy as this will increase your chances of being successful. To arrange a visit, or for further information, please contact the school office **01977 704138**. Visits to school will be conducted by Adam Dawson (Headteacher).

Applicants are requested to submit a completed application form which can be downloaded from the recruitment page of the trust's website [www.watertonacademytrust.org/recruitment](http://www.watertonacademytrust.org/recruitment).

Completed applications are to be returned to [THayes@watertonacademytrust.org](mailto:THayes@watertonacademytrust.org) or to the school address by the closing date below.

#### **Selection Timeline**

- **Closing Date:** Friday 3<sup>rd</sup> May 2024
- **Shortlisting:** Tuesday 7<sup>th</sup> May 2024
- **Interviews:** Thursday 9<sup>th</sup> May 2024

## Dear Applicant

Thank you for your interest in the post of Deputy Headteacher at Cherry Tree Academy. 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 this exciting position.

Our Trust came in to being on the 1st September 2014. Our infant, primary, specialist and preschool sites are currently situated within the Wakefield and Barnsley areas and consist of well over 3500 pupils. To find out more about the work of the trust view [our most recent stakeholder report here](#).

This is an exciting time for all concerned with Cherry Tree Academy and the trust. The school is continuing to deliver improvements at pace and develop provision in many areas. The trust has recently broadened its offer, opening more preschools and specialist settings. Our renewed drive for excellence, both at school and trust level 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 shape the lives of not only those in your care within your own school, but contribute to the wellbeing of all those in the Waterton family. As a key leader in the development of our provision, you will also have the opportunity to work alongside partners from across the trust and the wider system leaders' network.

Given the trust's ambition for excellence, we are seeking to employ outstanding individuals to join our team. We require highly skilled professionals who will 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



# Foreword from the Headteacher

On behalf of the children, staff and Academy Standards Committee at Cherry Tree Academy we would like to thank you for your interest in joining us.



I joined the school in January 2023 and have worked with the staff team to improve learning experiences for children since then. I am proud to lead a dedicated and ambitious team and am passionate about improving the life chances for all of our children.

I was certain from my first impressions that Cherry Tree Academy was the perfect choice for me as Headteacher. I have been tremendously impressed by the whole school, especially the children. Every time I step onto the playground or walk around school, I am welcomed by a sea of inquisitive, smiling faces, eager to learn and proud of their school. Cherry Tree Academy is a great school with the

potential to be even better.

The school was inspected by OFSTED in January 2024. The journey of the school is an improving one with many positives highlighted including achieving 'good' for leadership and managements, as well as 'good' for behaviour and attitudes. Our EYFS provision has been highlighted as a 'strength of the school'.

We are determined to build upon this recent success further as we journey towards a 'Good' overall judgement. This is a very exciting time to join our staff team and we are looking to recruit teachers who are willing to contribute and make a difference. OFSTED praised our focus on prioritising improvements and the pace at which we, as a staff team, were able to implement these.

At Cherry Tree Academy we are committed to providing a stimulating, creative environment so that our children reach their full potential. We strive to deliver a curriculum that is diverse and varied.

We are proud of the progress we are making and look forward to hearing from applicants who are ambitious for our children and who will thrive on leading a team of aspirational professionals to drive for further improvement.



**Adam Dawson**  
Headteacher



Since joining the school, I have been fully supported and provided with numerous opportunities to access a range of high-quality CPD. This has allowed me to further develop as a classroom teacher.

**Jess**  
Class Teacher



# About Our School

Cherry Tree Academy is a 1 & ½ form entry primary school serving the Pontefract community.

**Ofsted (2024)** recognised the positive improvement journey the school is on

- *“Leaders have high expectations for all pupils who attend Cherry Tree Academy. This includes pupils with special educational needs and/or disabilities (SEND)”*
- *“Pupils at Cherry Tree Academy are safe and they behave well in school and at breaktimes”*
- *“Early years is a strength of the school. The provision is carefully planned”*
- *“The school is considerate and aware of the workload and wellbeing of staff”*



The role is as rewarding as it is challenging and with the support of the Cherry Tree family, I am happier than I have ever been in my teaching career. It is truly a ‘family’ where we support each other on a daily basis. We have fun, we laugh and we work really hard to keep the children at the very centre of our focus.

**Angela**  
Class Teacher



At Cherry Tree we thrive on the opportunity to make a positive change to the lives of children and their families.

**Teresa**  
HLTA

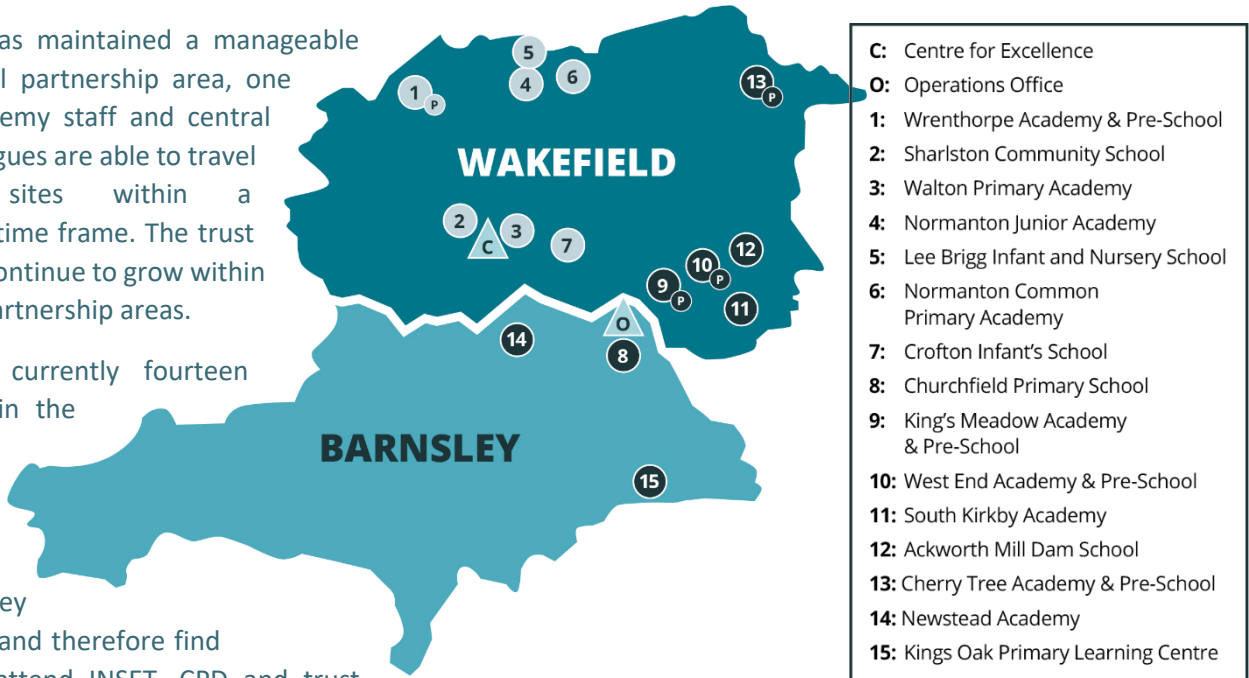


## About the Trust

Investing in people and in partnerships is key to ensuring excellence and is something that as a trust we are extremely passionate about. We are proud to call ourselves an outward facing organisation and are advocates of sharing best practice and contributing to the wider system leaders' network. We encourage colleagues to take up opportunities and engage in projects outside of the trust.

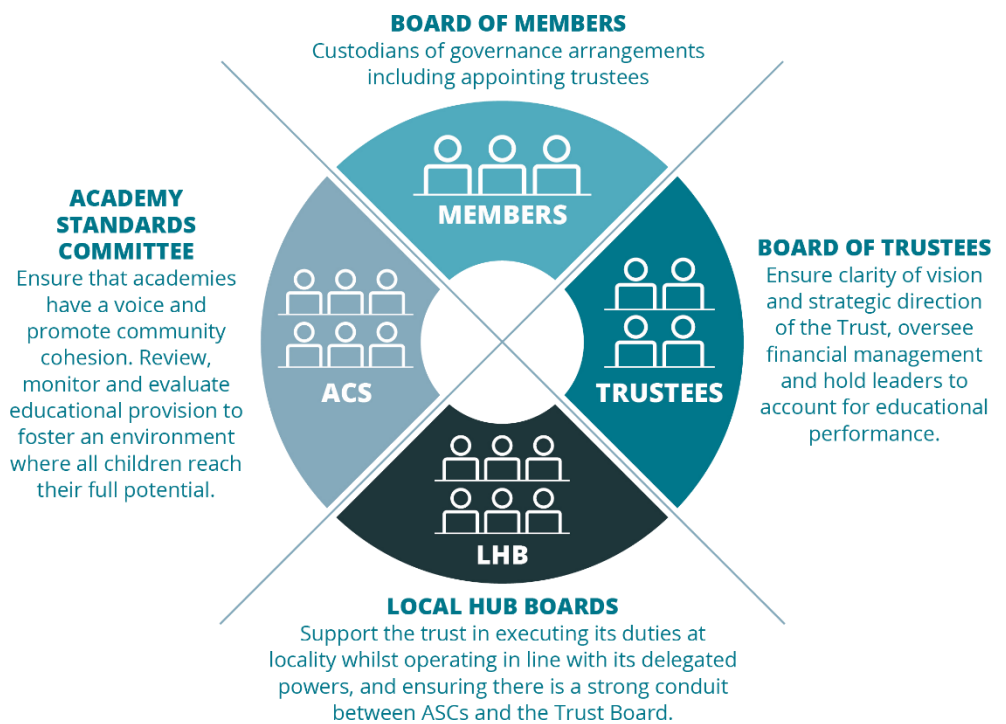
The trust has maintained a manageable geographical partnership area, one where academy staff and central team colleagues are able to travel between sites within a reasonable time frame. The trust intends to continue to grow within these key partnership areas.

There are currently fourteen 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.

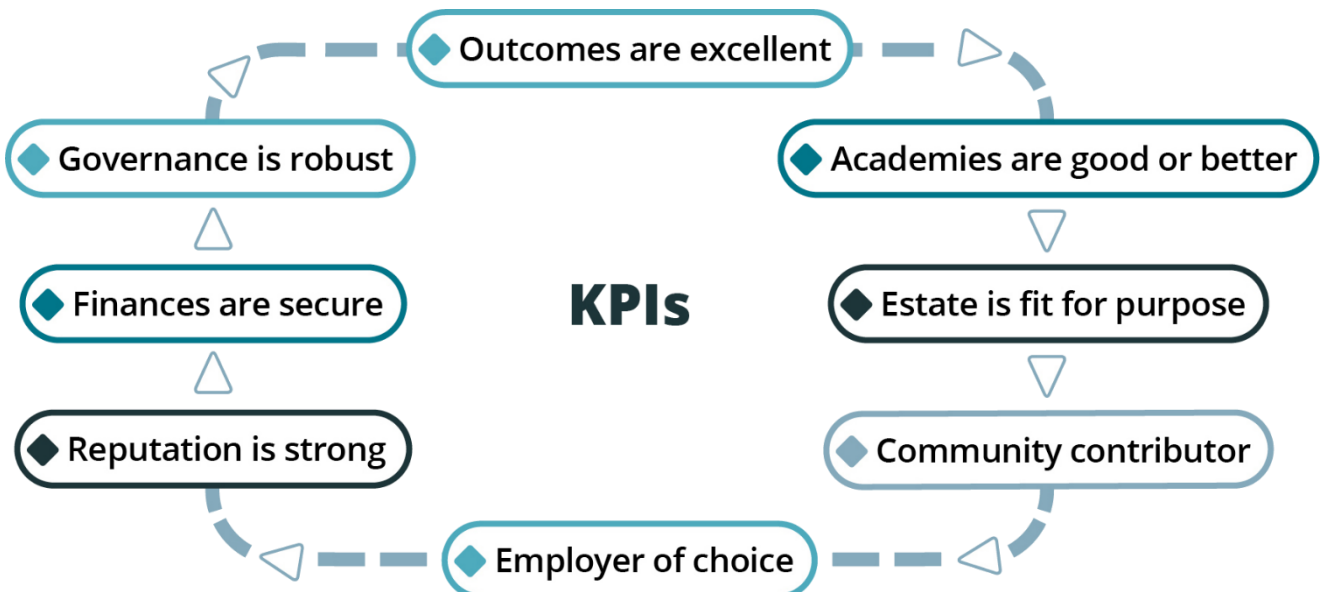
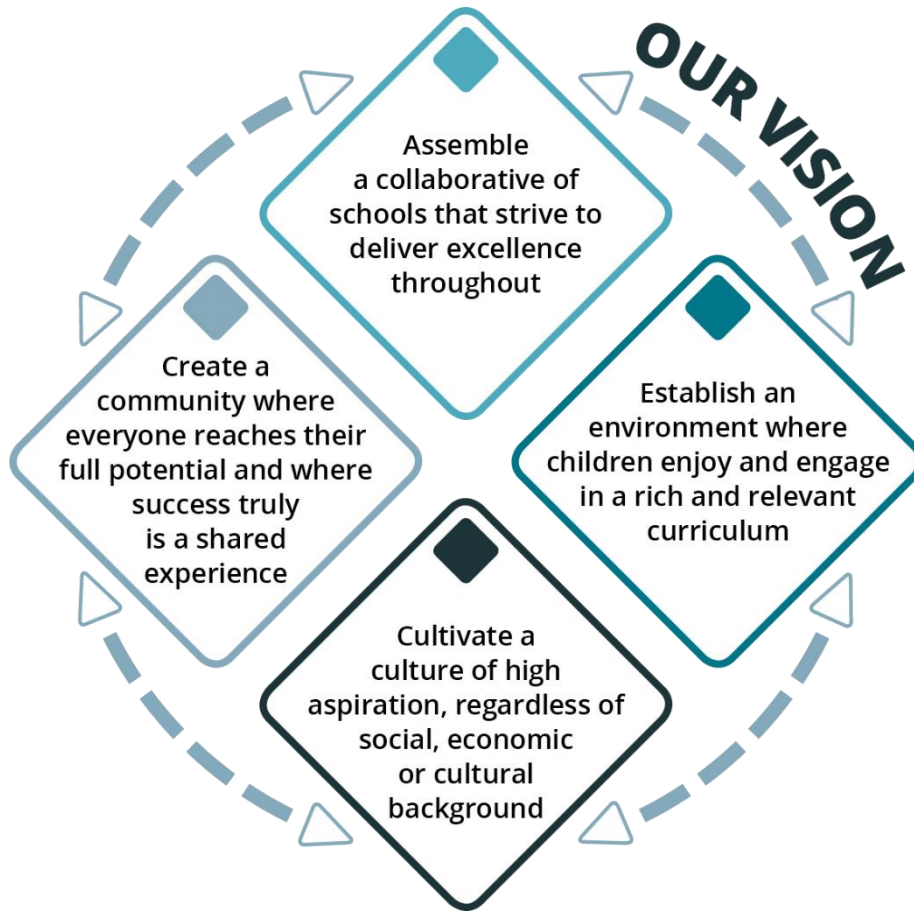


## Governance

The trust model of Governance is based on two Geographical Hubs and is built to ensure scalability and clear lines of communication between all levels of Governance. The Members of Waterton Academy Trust commissioned a review of Governance by the NGA which took place during the academic year 17/18. This was a full 360-degree evaluation of our structures, systems and procedures. The review recommendations led to the restructure of Governance which has now been implemented.



# Our Vision, Values and KPIs





## Job Description

<b>Post Title</b>	Class Teacher - KS2
<b>Responsible For</b>	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.
<b>Accountable To</b>	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 (2013), EYFS Statutory Framework (2021) and KCSIE (2021), 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 are fully supported and safe. To safeguard all children and young people whilst promoting their welfare.

# Personal Specification

<b>Post Title</b>	Class Teacher
<b>Accountable To</b>	Headteacher

**AF:** Application Form

**I:** Interview

**CQ:** Certificates/Qualifications

**R:** Reference

**OT:** Occupational Task

**P:** Presentation

Professional Qualifications	Essential	Desirable	How Identified
Qualified Teacher Status	X		AF/CQ
First Degree or Equivalent	X		AF/CQ
Evidence of further professional development		X	AF/CQ/I
Knowledge and Understanding			
Experience within the primary or early years phases of education	X		AF/I/R
Excellent classroom practitioner	X		AF/I/R
A strong commitment to inclusion with high expectations for all learners	X		AF/I/P
Understanding of effective techniques and policies for behaviour management	X		AF/I/R/P
Knowledge and experience of up to date developments in IT and E-Learning for teaching and management purposes.	X		AF/I/R
A good understanding of the requirements of transition between key stages.		X	AF/I/R/P
Personal Qualities			
Creative, enthusiastic, motivational and proactive, keen to embrace new ideas and challenges	X		AF/I/R/P
Works well as part of a team	X		AF/I/R/OT
Flexible, listens and is prepared to seek advice and support	X		AF/I/R/P
Committed to continuing professional development for self and others	X		AF/I
Committed to active parental involvement	X		AF/I/R/P
Commitment to making learning engaging	X		AF/I/R/P
Can act on own initiative and is self-motivated and organised	X		AF/I/R/OT
Is reflective and takes responsibility for continuing professional development.	X		AF/I/R/OT

## Next Steps

Interested candidates are strongly encouraged to visit Cherry Tree Academy to see for yourself the stunning school environment and meet key staff. To arrange a visit, or for further information, please contact the school office **01977 704138**. Visits to school will be conducted by Adam Dawson (Headteacher).

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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.



I have worked for Waterton Academy Trust for nearly 7 years and during this time I've watched it grow into something unique and exciting, providing fantastic opportunities for both pupils and staff.

**Pam**  
**Chief Finance Officer**





# Watererton

Academy Trust



Watererton Academy Trust,  
The Grove,  
Walton,  
Wakefield,  
WF2 6LD