



Transforming Lives

EDUCATIONAL TRUST

**Part Time Primary  
Class Teacher**

Recruitment Pack June 2023

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# About Transforming Lives Educational Trust

## Our History

The Transforming Lives Educational Trust (TLET) was established in October 2016 and is a Charitable Trust and Company Limited by Guarantee. TLET grew out of a partnership between a high performing secondary school and primary school in Rugby, Warwickshire. The desire to work together arose from continuing population growth in the local community, our belief that we can shape and influence practice wider than our current schools, and the desire to provide the community with more high-quality school places. The Trust is set to grow over the coming years and currently comprises of two secondary-phase academies, Ashlawn School and Houlton School, and two primary-phase academies, Henry Hinde Infant School and Henry Hinde Junior School. Currently we are responsible for approximately 2400 children and young people and, along with the Trust's Central team, 350 employees and £13m of public money annually.

## Our Vision

We believe in the transformative power of learning and its singular ability to broaden horizons, deepen perspectives and extend potential.

Our family of academies will be recognised as the most forward-thinking and innovative organisations within the communities they serve, providing a springboard for our children, young people and staff so that they become exemplary citizens who strive to stretch their potential and become transformers in a diverse and ever-changing world.

## Our Strapline

Transforming tomorrow, today.

## Our Standards

### One team, one goal

- ◆ We are totally united and committed to improve life chances.

### Best daily deal, everyday

- ◆ We have the highest expectations for all, in all, from all, always.

### No excuses

- ◆ We see it, own it, sort it.

### Community First

- ◆ If it's important to you, it's important to us – we care.

## Our Values

**T**end the team – *listening to, sharing with, and learning from others so that we nurture the potential of all (loyalty)*

**R**each for excellence – *only comparing ourselves to the best – seeking to match and then surpass it (excellence)*

**U**talise innovation – *seeking forefront thinking and creativity, and leading the change (courage)*

**S**eize success – *holding onto our vision and building on our achievements (tenacity)*

**T**hank as you go – *recognising the contribution of others to the Trust's successes (kindness)*

## Our Academies



## Our Team

Without exception, everyone is deeply committed to the very highest outcomes, regardless of their role, recognising the strength of collective contribution and effort.

### Leaders

Academy leaders, driven by exceptional Principals, focus relentlessly on pupils and their outcomes, with everything else as peripheral. They are restless in their leadership, seeking ever better ways to improve in a culture of success. They do what it takes to make the difference.

Central team leaders, motivated by an inspiring Executive, lead high performing teams who add value to our academies by providing the environment in which others thrive. They unburden academy leaders, enabling them to keep the main thing, the main thing – pupil outcomes.

Governance, for our academies and for the Trust, is robust, rigorous and proportionate, providing professional support and challenge so that leaders strive to the limit of what is possible with a sharp focus on outcomes and excellence.

Our leaders never allow the urgent to distract them from the important, navigating a clear route to long-term success.

### Teachers

Our teachers are highly effective in the classroom, both in the uncompromising quality of their teaching and in the perceptive and individualised attention they give to pupils. They are passionate about the subjects they teach and dedicated to the children in their care. Our teachers are carefully recruited and expertly supported to make sure they, like our pupils, are always at the top of their game.

### Support Staff

Our support staff are the backbone of our organisation and are specialists in their areas of responsibility. Like our teachers, they are well-trained and highly effective at ensuring the smooth operation of our Trust day in, day out.

## Our Aims

1. Our children achieve more, and make better progress, by attending a TLET academy than would otherwise be expected.
2. Others hold our academies, and the Trust, in the highest regard.
3. Our accommodation and premises are safe, well maintained and with facilities that are constantly improving.
4. Infrastructure and management systems are effective and cohesive, underpinned by sound financial management.
5. Our Trust operates at least seven academies, with due regard to growing responsibly, sustainably and with a mix of primary and secondary phased academies.
6. The welfare of our children and staff is promoted effectively in a safe environment where they are protected from harm.

## Why Work for TLET?

At TLET, we want to be an employer of choice for our employees.

We believe that the children and young people in our care deserve the very best staff who are highly effective at what they do. We want our employees to take great pride and satisfaction in their work. This means that one of our fundamental priorities is to ensure that all of our employees feel valued, knowing that the role they fulfil is vital to transforming the life chances of others. Put simply, we are loyal to our employees and receive their loyalty in return.

### Comprehensive Induction

When joining TLET, you will have access to a detailed induction programme which is designed to ensure you feel confident in your new role from your first day with us. This is led by our HR team in partnership with your line manager and focuses on our culture, safeguarding, site orientation, key people and TLET expectations, among other things. We know the importance of a great start for our children and young people when they join one of our academies, so we place just as much importance on the way new employees transition into TLET.

### Tailored Training

We believe in giving our children and young people the best daily deal. To this end, all of our employees have access to individualised performance development programmes and tailored training to ensure we are all restless in our pursuit of excellence. We work with respected training providers such as ECM Consultants, Challenge Partners and our own TLET Education Improvement Service, harnessing a blended training platform of virtual and face-to-face sessions.

### Tending the Team

At TLET, we recognize that working in schools is extremely rewarding, but we haven't lost sight of the fact that it is often challenging and burdensome. All our employees have access to our TLET wellbeing offer to promote your mental and emotional wellness. This centres around a suite of staff provision such as bitesize online wellbeing training to help maintain work-life balance, free access to professional counselling and even shopping vouchers! In short, we take care to care.

### TLET Central Team

As an employee at TLET, you will benefit from our extensive and expert Central Team who are based in Rugby making them highly accessible and responsive. The Central Team deliver leadership, finance, estates, business operations, SEND, HR and IT expertise to our academies with the intention of making it easier for others to do their job. Our Central Team work in partnership with our academy leaders to ensure that support is tailored to the needs of each academy.

Furthermore, we follow the School Teachers' Pay and Conditions Document, the National Joint Council guidelines and recognize continuity of service for all employees joining TLET to ensure that our employees are looked after well compared with others in different settings.

## About the Role

Thank you for your interest in the position of Reception Teacher (Maternity Cover) at Henry Hinde Infant School.

This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. The pack aims to answer all of your initial questions, but if not, please do not hesitate to contact us. It is extremely important to us that you feel comfortable and confident to proceed with your application as we aim to make the very best appointment possible.

Job Specifics:

<b>Salary:</b>	MPS 1 – MPS 6
<b>Job role:</b>	Temporary
<b>Hours:</b>	Part time (up to Three days)
<b>Location:</b>	Henry Hinde Schools
<b>Start date:</b>	September 2023

### So, who are we looking for?

This is an exciting opportunity for...

- a talented and dynamic KS1 teacher;
- forward thinking and able to generate innovative ideas;
- committed to an experiential and creative approach to learning with high expectations of children's achievement and behaviour;
- a strong team player who thrives within a group of mutually supportive colleagues;
- committed to their own professional development.

This post has the possibility of leading DT (Open to discussion.)

We will offer you the opportunity to:

- work in a high achieving, popular and forward looking school;
- work with deeply skilled people who are whole-heartedly committed to the success of the whole team;
- develop your skills within a community who are deeply committed to improving the life chances of children and their families;
- develop professionally through individually tailored professional development.

As class teacher you will report directly to the Principal. You will be responsible for the day-to-day learning of the class. You will also be responsible for planning, progress and record keeping as part of the KS1 team. You will have strong behaviour management skills and be able to support children with SEND needs within your class.

### Why work for Henry Hinde Infant School?

- We are an average sized infant school committed to supporting all members of the school community to succeed
- We are a good school, with an excellent reputation in our local community
- You'll be working within a community of passionate, committed colleagues who genuinely support each other
- Excellent opportunities to develop and grow in the successful and expanding Transforming Lives Educational Trust, a growing Multi-academy Trust based within the local community

## What next?

We want to hear from you if you are as excited as we are about this fresh opportunity within our successful and growing Trust. In return, we can offer the right candidate the chance to work within our innovative and forward-thinking Trust as well as offering excellent professional development and progression.

We encourage you to consider the information in this pack carefully and use it to picture yourself within the role at Henry Hinde Infant School. Should you wish to discuss any element of the pack in more detail, please don't hesitate to contact us. We look forward to receiving your application.

## How to Visit & Apply

Please read the information in this pack. If you are interested in this job opportunity, please apply by downloading the application form from our website [website \(www.tlet.org.uk\)](http://www.tlet.org.uk). Completed application forms should be emailed to [careers@tlet.org.uk](mailto:careers@tlet.org.uk) or posted to:

HR Department (Careers)  
c/o Houlton School  
Signal Drive  
Houlton  
Rugby  
Warwickshire  
CV23 1ED

If you have any questions about the role or would like to visit Transforming Lives Educational Trust or one of our Academies, please don't hesitate to contact us by emailing [careers@tlet.org.uk](mailto:careers@tlet.org.uk) or selecting option 1 on our telephone menu – 01788 593900.

If you decide to apply you should include a supporting statement with your application form (either in the application or as a covering letter) on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust.

Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

*\*Timeline may be subject to change*

<b>Recruitment Timeline*</b>	
Week commencing 19 <sup>th</sup> June 2023	<b>Position advertised</b>
ASAP	<b>Closing date for applications (12pm)</b>
ASAP	<b>Final Shortlisting and contact with candidates</b> <b>References will be requested at this stage</b>
ASAP	<b>Interview / Final Panel Process</b>





## Job Description

<b>Location:</b>	Henry Hinde Schools
<b>Job Title:</b>	EYFS or KS1 class teacher
<b>Salary:</b>	MPS 1 – MPS 6
<b>Contract:</b>	Permanent – Part time
<b>Start date:</b>	September 2023
<b>Responsible to:</b>	Principal in all matters Assistant Principal in the Principal's absence The postholder is also expected to work collaboratively with colleagues on a professional level in order to promote a mutual understanding of the school curriculum and its impact on school policy and practice, with the aim of improving teaching and learning across the school.
<b>Responsible for:</b>	The persons accountable to the postholder include: Any members of staff the Principal delegates line management responsibility for and in particular, Teaching Assistants
<b>Key relationships:</b>	A Class Teacher plays an important role in upholding the school's vision, aims, ethos and policies. They are expected to embody the principles on which the school's work and development are based. They have delegated responsibility for the teaching and learning of a specific class of children.  All staff at Henry Hinde Infant School represent the values, ethos and practice of the school to all its stakeholders and the wider community.
<b>Job purpose:</b>	They facilitate learning by establishing a relationship with pupils and by their organisation of learning resources and the classroom learning environment.

### MAIN ROLE AND RESPONSIBILITIES:

The postholder is accountable for:

- Teaching a class of pupils and ensuring that planning, preparation, recording, assessment and reporting meet their varying learning and social needs
- Maintaining the positive ethos and core values of the school, both inside and outside the classroom
- Contributing to constructive team building amongst teaching and non-teaching staff, parents and governors
- Actively engaging in the school's safeguarding culture and responsibilities
- Having a working knowledge of:
  - ~ the national conditions of employment for schoolteachers as set out in the current copy of the School Teachers' Pay and Conditions Document;
  - ~ the national standards for Qualified Teacher Status

*This is because all teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for Management time, Working time, Guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.*

Additionally, STPCD requires all teachers to be involved in:

- Advising and co-operating with the Principal and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements
- Taking any such part as may be required ... in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
- Co-ordinating or managing the work of other staff

The postholder will deliver their accountabilities by:

- Implementing agreed school policies and guidelines
- Supporting initiatives decided by the Principal and staff
- Planning appropriately to meet the needs of all pupils, through differentiation of tasks
- Being able to set clear targets, based on prior attainment, for pupils' learning
- Providing a stimulating classroom environment, where resources can be accessed appropriately by all pupils
- Keeping appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning
- Reporting to parents on the development, progress and attainment of pupils
- Maintaining good order and discipline amongst pupils, in accordance with the school's behaviour policy
- Taking part in and contributing to meetings that relate to teaching/curriculum; cooperate with and, where appropriate, advise the Principal and other colleagues in the review and development of a subject in the school
- Communicating and cooperating with specialists from outside agencies
- Planning for, organising and directing the work of support staff within the classroom
- Participating in the performance management system for the appraisal of their own performance, or that of other teachers

To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition, the post is subject to compliance with:

- School policies and guidelines on the curriculum and school organisation, inc. Child Protection and Safeguarding
- The Conditions of Service for School Teachers in England and Wales
- SEN Code of Practice
- Common core of skills and knowledge for the children's workforce
- Professional Standards for Teachers

This job description sets out the duties and responsibilities of the post at the time it was drawn up.

Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

## Person Specification

<b>Job Title:</b>	Class teacher
<b>Reports to:</b>	Fleur Edwards

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.

SPECIFICATION	ESSENTIAL	DESIRABLE
<b>Qualifications/ Training</b>	Qualified Teacher status	Evidence of a commitment to professional development
<b>Experience</b>	Experience of teaching in Early Years	<p>Primary teaching experience</p> <p>Experience of leading extra-curricular activities</p> <p>Experience of working with other schools/organisations</p> <p>Experience of leading a curriculum area</p>
<b>Knowledge/Skills (Ability to)</b>	<p>Effective classroom practitioner including theory and practice of providing for the individual needs of all children (inc. D&amp;SEN, G&amp;T, behaviour, learning styles, etc.)</p> <p>A strong commitment to inclusion with high expectations for all learners</p> <p>Able to identify and discuss characteristics of effective primary teaching and learning, including EYFS and National Curriculum requirements</p> <p>Good understanding and use of monitoring, assessment, recording and reporting of pupils' progress, including target setting and tracking</p> <p>Understanding of effective techniques and policies for behaviour management</p> <p>Knowledge and experience of up-to-date development in IT and e-learning for teaching purposes</p>	<p>A good understanding of the requirements of transition between key stages</p> <p>The preparation and administration of end of EYFS Assessments.</p> <p>Develop strategies for creating community links</p>

	<p>Promote the school's aims positively and use effective strategies to monitor motivations and morale</p> <p>Develop good personal relationships within a team</p> <p>Liaise effectively with colleagues to ensure continuity and consistency of practice for children</p> <p>Communicates positively and professionally with children, staff and parents</p> <p>Establish and develop close professional relationships with parents, Trustees and the community</p> <p>Communicate effectively (both orally and in writing) to a variety of audiences</p> <p>Create a happy, safe, challenging and effective learning environment</p>	
<p><b>Personal Qualities</b></p>	<p>Creative, enthusiastic and proactive, keen to embrace new ideas and challenges</p> <p>An excellent communicator with strong inter-personal skills</p> <p>Is approachable, caring and empathetic</p> <p>Works well as part of a team</p> <p>Shows a high level of enthusiasm, commitment and determination</p> <p>Has professional integrity, even in times of pressure</p> <p>Is flexible and listens</p> <p>Is prepared to seek advice and support</p> <p>Demonstrates a concern for the pastoral and spiritual welfare of everyone in the school</p> <p>Confidentiality, commitment and loyalty</p> <p>Commitment to continuing professional development</p> <p>Self-motivated, shows initiative and able to priorities and manage time effectively</p> <p>Committed to active parental involvement</p> <p>Commitment to making learning fun</p> <p>Has a desire to support all aspects of children's development and extended schooling</p> <p>Commitment to involving parents as active partners in their child's learning</p>	

All posts within TLET are subject to pre-employment and vetting checks, including reference checking and enhanced disclosures checks with the Disclosure and Barring Service (DBS).

