



APPLICATION PACK

PRIMARY TEACHER

Pay Range: M1 – UPS1

Closing date – 8th March 2024
September 2024 start

The Keystone Academy
Squinter Pip Way, Bowbrook, Shrewsbury, SY5 8PY
01743 599011



JOIN US AT THE KEYSTONE ACADEMY

Dear Applicant

Thank you for your interest in the primary teacher vacancy at the Keystone Academy.

We are seeking a highly inspirational primary teacher to join our growing team, who can expertly engage and educate our children, who have a variety of special educational needs, stretching them to achieve their very best possible outcomes. We are looking for an outstanding practitioner who can bring creative and innovative ways of working with young people, who is an excellent team player and ready to join our enthusiastic and passionate team.

This role is a truly unique opportunity to play an integral part in shaping the learning throughout the school, with creativity and ambition. The successful candidate will work collaboratively to develop our primary curriculum, ensuring all pupils achieve the very best outcomes, preparing them for independence and successful transition through each Key Stage and beyond.

The Keystone Academy is becoming a beacon of outstanding practice in SEMH specialist provision, like the other academies within the YES Trust. You will have the opportunity to grow with the school and truly make a difference to some of the most vulnerable, yet wonderful, young people in society.

To be successful you will need to exemplify our core values: child centred, authentic in all our relationships and adaptive and sensitive to need.

If you feel that The Keystone Academy may be the right place for you, we hope you will consider applying for the post.

For an opportunity for a tour of the school and to ask any questions, please do get in touch via admin@thekeystoneacademy.org / Tel: 01743 599011.

Mrs Ali Bellaby
Headteacher



We are an employer of choice for teaching and support staff

Anna (teacher)

I love working at The Axis Academy. Staff and pupils are a family, supporting each other, and celebrating successes. Lives are without doubt, transformed because of the Yes Trust.

Rhiannon (teacher)

Coming from a mainstream background I was nervous but excited for the opportunity to truly support students and families. I can truly say that applying was one of the best things I have done. Not only are the children at the forefront of the school, but I feel staff are really listened to and supported.

- Small class sizes
- Fantastic classroom support
- Access to training and CPD including further professional qualifications.
- Specialist training where required
- Cycle to work scheme
- Flexible and supportive approach to work
- Free lunch at school
- Free parking (including EV charging stations on most sites)
- Nursery benefits
- Tusker car salary sacrifice scheme
- Education Mutual – **private health support** - access to a 24/7 GP, free face to face counselling, physiotherapy, nurse help-line, prescription service whenever you need it
- Perkbox - vouchers, discounts and wellbeing

Our Trust

Together, we have developed a growing family of schools which makes a difference for children and young people. As we continue to set and raise the bar in all the work we undertake, we are keen to maintain our national recognition as one of the highest achieving alternative provision and SEN multi-academy trusts in the country.

Our ability to make that difference rests on our vision and our core values which include an absolute belief in the importance of collaboration and mutual support, and on our recognition of the trust as a family of schools in which colleagues are equally valued. We unashamedly use words like “kindness” and “compassion” in our values.

We want to continue this further, and to become the employer of choice for teaching and support staff across the region.

A handwritten signature in black ink, appearing to read 'N. Brindle'.

Nic Brindle, CEO

Mission statement: Transforming lives

We are:

(our core values)

- Child centred
- Adaptive and sensitive to need
- Authentic in our relationships

(our core values)

We strive for:

- Solution-focused mindsets
- A climate of reflection and feedback
- Intrinsic motivation
- Continual improvement
- A culture of collaboration

Our minimum expectations of our staff are:

- Belief in our core values
- Professional conduct at all times
- Appropriate communication
- Ability to follow direction
- Kindness and compassion
- Flexibility and adaptability

HOW TO APPLY

Primary Teacher, The Keystone Academy

Salary – M1 – UPS1

Please complete an application form via our Every recruitment portal (Registration takes no more than a minute)

<https://candidates.every.education/Vacancies/Details?advertKey=804c9336-2d77-42fe-adcd-a20d85837e59>

Due to Safer Recruitment requirements, CVs will not be accepted.

If you have any queries or would like to arrange a visit, please contact the school office on 01743 599011 or admin@thekeystoneacademy.org

Closing date: Friday 8th March 2024 - midday

Timeline for Assessment and Selection Process	
Closing date for applications	12pm midday on 8 th March 2024
Opportunity for informal discussions with Headteacher	By appointment
Interviews	w/c 18 th March 2024
Start Date	1 st September 2024



JOB DESCRIPTION

Job Description - Primary Teacher

Key Priorities

- Support the vision and direction of the school
- Provide an engaging curriculum within the academy
- Deliver and maintain effective learning and teaching throughout school
- Ensure effective pastoral care and behaviour support throughout the school
- To be responsible for the day-to-day impact of own subject across the curriculum
- Willingness to demonstrate a flexible approach to the curriculum to meet school requirements

Teaching and Learning

Teachers at The Keystone Academy will help secure and sustain effective teaching and learning throughout the Academy, monitor and evaluate progress and present students' achievements effectively using benchmarks to track set targets for improvements. They will:

- Deliver the teaching of their own subject within the school and other subjects as and when required
- Support and maintain an environment and a code of behaviour and discipline which promotes and secures good teaching, effective learning and high standards of achievement
- Support and maintain the mental health and wellbeing of the students which promotes and secures good teaching, effective learning and high standards of achievement
- Help organise the curriculum and its assessment and work with the SLT to monitor and evaluate it in order to identify areas for improvement
- Ensure that the curriculum and assessments meet National Curriculum requirements
- Ensure that improvements in literacy and numeracy are priority targets for all students across school
- To liaise with the Academy's SENCO in order to identify students who require further support or intervention
- Deliver and support the PHSE and RHSE programmes across the school

Partnership Working

- Support in establishing a culture and curriculum which fulfils the aims and requirements of the whole school community as set out in the vision

- Seek opportunities to invite parents and carers into The Keystone Academy to enrich student experience and to promote The Keystone Academy's value to the wider community
- Collaborate with staff, to actively promote British values, as well as the academic, spiritual, moral, social, emotional and cultural well-being of students and their families
- Represent The Academy at relevant meetings, as and when required

Health and Safety / Child Protection

- To help ensure that health and safety standards meet statutory requirements, monitoring health and safety matters within the school, particularly ensuring that all members of staff take reasonable care for the health and safety of themselves and others
- To help ensure that Child Protection and Safeguarding procedures and Department of Health assessments of Children in Need are rigorously complied with, and that the welfare and health and safety of students are of prime consideration
- To promote the safety and well-being of students and staff
- To ensure good order and discipline of students and staff

PERSON SPECIFICATION – Primary Teacher

Criteria	Essential	Desirable	Evidence
Qualifications/ Education	<ul style="list-style-type: none"> • Qualified Teacher Status • A degree or equivalent • Evidence of further professional development 	<ul style="list-style-type: none"> • Recognised behaviour / curriculum / SEMH /SEND qualification 	<ul style="list-style-type: none"> • Application • Interview • Certificate
Teaching Experience	<p>Proven ability to:</p> <ul style="list-style-type: none"> • Set high expectations which inspire, motivate and challenge students • Promote good progress and outcomes by students • Demonstrate full subject and curriculum knowledge • Plan and teach well-structured lessons • Adapt teaching to respond to the strengths and needs of all students • Make accurate and productive use of assessment • Manage behaviour effectively to ensure a good and safe learning environment • Fulfil wider professional responsibilities • Communicate and work effectively in a multi-disciplinary school team including parents/guardians and other external agencies • Commitment to school-wide focus on student attainment • Ability to motivate and inspire 	<ul style="list-style-type: none"> • Evidence of having led whole school learning and teaching strategy. • Demonstration of high expectations • Success with students who are below expected levels • Work with disconnected students 	<ul style="list-style-type: none"> • Application • Interview • References
Professional / personal skills	<p>Proven ability to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to deliver at least good classroom practice • Good organisational skills 	<ul style="list-style-type: none"> • Evidence of coaching and/or mentoring • Able to effectively resolve personnel issues 	<ul style="list-style-type: none"> • Application • Interview • References

	<ul style="list-style-type: none"> • Use assessment effectively to inform student's progress and to analyse data to help the target setting process. • Generate enthusiasm for new ideas in both students and staff • Inspire others with confidence • Communicate effectively to groups and individuals, orally and in writing • Resolve conflict through active listening and negotiation • Demonstrate a flexible approach and a willingness to listen to others • Provide advice and guidance to parents and carers in a positive and clear manner • Remain calm when working under pressure • Ability to show patience and empathy 	<ul style="list-style-type: none"> • Training and understanding of child protection • Training and experience of working with students with a variety of mental health needs • 	
Curriculum and personal management	<ul style="list-style-type: none"> • Ability to analyse situations, prioritise and help to implement realistic solutions • Ability to establish and develop good relationships with all involved in the school • Commitment to the school's wider community • Willingness to deliver and support extra-curricular activities • Ability to inspire all in a love of learning for your subject 	<ul style="list-style-type: none"> • Proven ability in leading a staff CPD session on a subject area • Experience of supporting staff • Effective liaison with Governors and a good understanding of their role 	<ul style="list-style-type: none"> • Application • Interview • References
Knowledge and understanding	<ul style="list-style-type: none"> • Demonstrate a good level and understanding of ICT • Knowledge of how to deal with safeguarding issues in school • Awareness of current developments in education and the implications of these. • Understand how to plan appropriate interventions • Behaviour management techniques for groups and individuals 	<ul style="list-style-type: none"> • Knowledge and experience of current good practice and development in special education provision • Knowledge of successful practice in teaching hard to reach students • Knowledge of how to promote independence for young people with complex needs • Behaviour Management training • Mental Health training 	<ul style="list-style-type: none"> • Application • Interview • References •

	<ul style="list-style-type: none"> • Know how to develop effective rapport with students, this being based on high expectations and establishing a purposeful learning environment 	<ul style="list-style-type: none"> • Knowledge and experience of supporting different aspects of SEND, including ASD, ADHD, SLCN • Knowledge of OFSTED Framework 	
Shaping the future / philosophy	<ul style="list-style-type: none"> • Demonstrate and communicate clear ideas to promote the schools' vision and ethos • Expectation of high achievement of all students • Evidence of understanding and commitment to equality of opportunity • Respect for students' individual difference • Commitment to parental partnership in education and developing links between school, home and the community 		<ul style="list-style-type: none"> • Application • Interview
Developing self and working with others	<ul style="list-style-type: none"> • Excellent interpersonal skills • Commitment to one's own continuing professional development • Ability to work as part of a team • Ability to make and take decisions and set priorities • Able to gain and maintain the confidence and respect of colleagues, students, parents and multi professionals • An ability to work in partnership with those agencies that work with the school. • Have energy and perseverance • Be confident and enthusiastic • Be reliable and have integrity 	<ul style="list-style-type: none"> • Evidence of delivering staff training for staff, Governors and Parents 	<ul style="list-style-type: none"> • Application • Interview • References
Securing accountability	<ul style="list-style-type: none"> • Able to delegate responsibility with accountability for area of responsibility • Communicate with staff teams effectively 		<ul style="list-style-type: none"> • Application • Interview • References

Strengthening Community	<ul style="list-style-type: none"> • An ability to establish and maintain positive partnerships with parents, students and communities • Awareness of the need to develop a school culture responsive to the nature of the school's communities 	<ul style="list-style-type: none"> • Work in the wider community 	<ul style="list-style-type: none"> • Application • Interview
Other requirements	<ul style="list-style-type: none"> • Positive recommendation from present employer • Good attendance record 		<ul style="list-style-type: none"> • Letter • References

The successful candidate would be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and hence enhance the ethos of the school. Candidates are asked to address as many of the person specifications as possible in their application.

The Youth Engagement Schools Trust (YES TRUST)

Safer Recruitment Policy Statement

The safe recruitment of staff in the YES Trust is the first step in the effective safeguarding and promotion of welfare for our children. The YES Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, and other workers in the YES Trust to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

The YES Trust recognises the value of and seeks to achieve a diverse workforce which includes people from diverse backgrounds, with different skills and abilities. The YES Trust is committed to ensuring that the recruitment and selection of all who work within The YES Trust is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The YES Trust will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion, or creed.

The YES Trust will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The YES Trust will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The YES Trust will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to The YES Trust.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references as well as verification of the candidate's identity and a satisfactory Enhanced DBS check
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempt)
- the production of evidence of the right to work in the UK
- for teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

NB It is illegal for anyone who is barred from working with children to apply for, or work in our YES Trust in any voluntary or paid capacity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The YES Trust will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

The YES Trust maintains a single central record of recruitment and vetting checks, in line with the statutory requirements.

The YES Trust requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within the YES Trust are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure & Barring Service Certificate.

The YES Trust is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature, and circumstances of the offence(s). The YES Trust's Recruitment (pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The DBS has published a Code of Practice and accompanying explanatory guide. The YES Trust is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling, and security of Disclosure information.

A copy of the YES Trust's Safer Recruitment Policy & Procedures is available on request.