



Gnosall St. Lawrence C.E. Academy

(Part of the West Stafford Multi-Academy
Trust

Company Reg Number: 9422746)

Lowfield Lane, Gnosall, Stafford ST20 0ET

Telephone: 01785 822391

Email: headteacher@st-lawrence.staffs.sch.uk

Headteacher: Mrs Trish Edwards BA (Hons), PGCE, NPQH

Deputy Headteacher: Miss Kirsten Sweet BA (Hons)

Chair of Governors: Mrs Claire Jones

Finance Manager: Mrs Elaine Nichol

finance@st-lawrence.staffs.sch.uk

Application Pack

Teacher/Leader of Excellence in the Classroom

Contents

Gnosall St Lawrence CE Primary Academy	2
Letter from the Headteacher	3
Job Description	4
Person Specification	7
Career Expectations	9
Useful Notes and Dates	21
How to apply	22





Gnosall St Lawrence CE Primary Academy is growing from 1-form entry into a 1.5-form entry school, based in the large village of Gnosall in Staffordshire. We are about 8 miles from the centre of Stafford and 6 miles from the borders of Shropshire and Telford and Wrekin.

We are housed in a brand new purpose-built school which we occupied in February 2016. We have extensive grounds which are used not only for sporting activities but also for our Forest School. A lot of our learning takes place in the wonderful outdoor environment that surrounds us.

There are currently 300 or so very good reasons why you may want to work in our school - our children - and this number is growing all the time. Our children are simply the best - all of them having a yearning for personal development and academic achievement. As well as all those reasons, we have a collegiate and supportive staff with real team spirit (see our 2013 Ofsted report, and our 2016 Outstanding SIAMs report - found on our website at <http://www.st-lawrence.staffs.sch.uk>), a wonderful environment, very supportive Governance and visionary leadership.

We have a Governor-led Pre-School which is an integral part of the whole school leadership team. Our Governors work hard, strategically, to ensure that our school continues to build on the solid foundations that it has established since 2011.

We are a Read Write Inc Model School and have Dyslexia Friendly status. As an Academy, we are a founder member of the exclusively Primary phase West Stafford Multi-Academy Trust; we currently have a number of successful local schools also looking to join us in our Trust.

There are some very exciting times ahead of us at this wonderful school and we welcome you to apply to become a member of our school family as an excellent Leader of Learning in one of our classes.



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January 2018

Dear Applicant,

Thank you for your interest in the temporary one year position of class teacher at Gnosall St Lawrence CE Primary Academy. We became an Academy in April 2015, forming the West Stafford Multi-Academy Trust with two local schools, Haughton St Giles CE Primary Academy and Woodseaves CE Primary Academy.

Should you decide to apply to our school, you will be joining a dedicated and very committed team who consistently show me a real drive and enthusiasm to deliver the best learning experiences to our children every day.

Over the last three years, the school has moved to achieving the best Key Stage 2 results that it has had for over ten years and has sustained excellent Key Stage 1 results and early years' outcomes.

Our new building was completed in February 2016 and whilst there is still work that we want to do to our outdoor environment, we are now enjoying being in a purpose-build accommodation which is fit for purpose following many years of us being in an old Secondary school. It is a wonderful working environment to be in and compliments our superb grounds where we carry out forest school work, after our recent forest school accreditation.

We are committed to working with our local community and forming strong lasting links with them - the Church (who are extremely supportive of us), our local nurseries, (we have our own Pre-School on site), the Parish Council, the local Theatre Group, the Royal British Legion, local Sports Partnership as well as with the Secondary schools to which our Year 6s transfer when they complete their education with us.

We have high aspirations for everyone in our learning community - without exception - adults and children alike. Everyone is treated as an individual and valued as part of the Gnosall family so that we can ensure everyone can be the best that they can be.

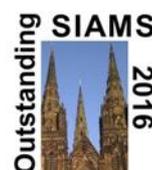
The Local Governing Body value the staff, and have worked hard with the Senior Leadership Team to ensure that performance management procedures in the school correctly reward those members of staff who duly deserve reward. In that regard I refer you to the agreed Career Expectations document, agreed by all staff at our school, which details the expectations we have of each other at various points in our career stage. This is what drives our pay structure, and teachers' salaries are based upon their skills and experience along with demonstrable performance.

I can refer you to our up to date website at <http://www.st-lawrence.staffs.sch.uk/> which will provide you with lots more information about our school. However, I would urge you to contact us to take advantage of the opportunity to see our school in action and to ask any further information about our school before completing the application form.

Yours sincerely

Trish Edwards
Headteacher

Gnosall St Lawrence CE Primary Academy





GNOSALL ST LAWRENCE CE PRIMARY ACADEMY

Job Description

- Job Title:** Leader of Excellence in the Classroom
- Salary Range:** UPS/MSP - £21,804 - £37,124 per annum (subject to Teachers Pay and Conditions)
- Accountable to:** Headteacher and the Phase Leader

Required from September 2018 - a temporary one year full time appointment until August 31st 2019

This job description should be read alongside the range of professional duties of teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48-50. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

Professional Responsibilities

The post holder will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below;

AREAS OF RESPONSIBILITY AND KEY TASKS

A. PLANNING, TEACHING AND CLASS MANAGEMENT:

- Teach allocated pupils by planning their teaching to achieve progression of learning through living our Mission Statement daily;
- plan creative and exciting lessons based on Assessment for Learning, personalized to meet the needs of all children;
- identifying clear teaching objectives and specifying how they will be taught and assessed (Assessment for Learning and Assessing Pupils Progress);
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying and working with SEN and very able pupils;
- provide clear structures for lessons, maintaining pace, motivation and challenge;
- make effective use of assessment and ensure coverage of programmes of study;
- ensure effective teaching and best use of available time
- be responsible for the direction of work undertaken by classroom assistants and volunteer helpers within own class;
- monitor and intervene to ensure sound learning and discipline;
- use a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and



misconceptions

iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;

- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught; and
- evaluate their own teaching critically to improve effectiveness.

B. MONITORING, ASSESSMENT, RECORDING, REPORTING :

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress (APP & Assessment for Learning);
- keep appropriate and efficient records, that track progress of children and inform planning; and
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;

C. RELATIONSHIPS WITH PARENTS AND THE WIDER COMMUNITY:

Prepare and present informative verbal reports to parents;

- Prepare and present informative written reports to parents on a termly basis;
- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context;
- Liaise with agencies responsible for pupils' welfare; and
- Liaise effectively with parents and governors

D. MANAGE OWN PERFORMANCE AND DEVELOPMENT

- Set a good example through presentation and personal/professional conduct;
- Take responsibility for own professional development and keep up to date with research and developments in pedagogy;
- Share corporate responsibility for the implementation of school policies and practices;
- Evaluate own teaching critically and use this to improve effectiveness;
- Take on any additional responsibilities which may from time to time be determined;
- Maintain the ethos of our Church of England School by encouraging good discipline, respect within the classroom and upholding the values of the school at all times; and
- Contribute to the corporate life of the school through effective participation in meetings and management systems

E. MANAGING STAFF AND OTHER ADULTS

- Establish effective working relationships with professional colleagues;
- Manage and guide classroom assistants and volunteer helpers within the class and school setting; and
- In addition, you are required to undertake the following responsibilities (after completion of NQT year):
 - To be responsible for the management, implementation and evaluation of a subject/development area within the school.
 - To be prepared to lead staff meetings to discuss these areas of responsibility and support other meetings where necessary.
 - To liaise with other schools and agencies.



- To keep up to date with educational development in the areas of responsibility

F. SUPPORT TO SCHOOL (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Be aware of, support and ensure equal opportunities for all;
- Contribute to the overall ethos/work/aims of the school;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required; and
- Participate in training and other learning activities and performance development as required.

G. OTHER PROFESSIONAL REQUIREMENTS:

- have a working knowledge of teachers' professional duties and legal liabilities;
- co-operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations
- provide an attractive, well ordered and stimulating environment in which the children can learn;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- take part in the various rotas which ensure the efficient functioning of the school; and
- take on any additional responsibilities which might from time to time be determined by the school.

This school is subject to subject to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

This position is subject to an Enhanced Disclosure Check under the Rehabilitation of Offenders Act 1974 and Barred List check. Further details regarding this check can be found at <https://www.gov.uk/disclosure-barring-service-check/overview>



**Person Specification -
Class Teacher/Leader of Excellence in the Classroom
Gnosall St Lawrence CE Primary Academy**

Factors	Essential	Desirable	Measured by*
Qualifications and Skills <ul style="list-style-type: none"> • Graduate • Qualified teacher • Excellent classroom practitioner • High expectations of work and behaviour 	 ✓ ✓ ✓ ✓		 A A I/R O/R
Professional Knowledge <ul style="list-style-type: none"> • Clear understanding of what makes effective learning • Have secure subject knowledge to teach effectively across all key stages in the primary sector • Know and be able to personalise learning • Support pupil progress and well being • Make effective use of assessment 	 ✓ ✓ ✓ ✓ ✓		 I/O A/I/R I I R/I
Professional Skills <ul style="list-style-type: none"> • To ensure colleagues are appropriately guided and involved in supporting pupils learning • Work as a team member and share effective practice with colleagues • Evaluate impact of teaching on progress • Modify and adapt practice as necessary • Proactively develop own skills and learning • Have an awareness, understanding and commitment to all aspects of inclusion • Ability/willingness to undertake a negotiated subject leadership role • Relevant teaching experience at KS2 • Relevant teaching experience at KS1 	 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	 ✓ ✓ ✓	 I/A A/R I/R I/A I A/I A/I A/I A/I
Personal Qualities <ul style="list-style-type: none"> • Communicate effectively with adults and children • Highly motivated and committed to collaborative and co-operative working • Adaptable • Be able to prioritise and manage time effectively • Supportive of a Christian ethos • Caring with a good sense of humour 	 ✓ ✓ ✓ ✓ ✓		 I/R/O R/O R/A R/I I R/O/I

Key: A = Application, I = Interview, O = Observation, R = Reference



CAREER EXPECTATIONS OF OUR TEACHING STAFF

These Career Stage Expectations have been agreed by all teaching Staff working in the academy schools in Spring term 2016. The gradings as stated are what should be achieved by the end of the year in order to progress to the next stage.

Appendix One provides a definition of gradings and % measurements



National Standards-Related Career Stage Expectations for WSMAT

	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Expert teacher
	Old style M1-M3	Old style M4-M6	Old style UPS 1-3
Level of support for teacher	With support and mentoring:	Independently and starting to support others :	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group/Key Stage	Focus: Whole School
1.1 Set high expectations which inspire, motivate and challenge pupils	<p>By M3, most teaching is consistently good.</p> <p>The M3 teacher will be able to provide support and advice within the context of their own year group.</p> <p>All teachers will create a stimulating learning environment appropriate to their year group and curriculum. By M3, the teacher will do so confidently, independently seeking advice when they feel necessary.</p>	<p>All aspects of teaching over time are good within this band.</p> <p>By M6 all teaching is at least good with a majority being outstanding</p> <p>The teachers in this band ensure that, without additional support to the teachers, most pupils' progress in line with school expectations.</p> <p>By M6 all children make at least expected progress with the majority of the class making good progress.</p> <p>By M6 staff continue to demonstrate relationships (as per band 1). They are now securely focused on improving provision for pupils so that the majority of pupils' outcomes are good. They seek advice and support from appropriate colleagues for more challenging and complex issues.</p> <p>Staff continue to collaborate with colleagues to share good practice and trial new approaches.</p> <p>The M4 teacher will provide support and advice beyond own year group e.g. through planning and leading staff INSET</p> <p>The M5 teacher will develop the skills of others, to enable them to be able to inspire, motivate and challenge.</p> <p>The M6 teacher will have a significant impact on the work of others to improve teaching across the school.</p>	<p>Many aspects of teaching over time are outstanding. By UPS3, teaching is inspirational and exemplary, with the large majority of teaching being outstanding.</p> <p>Throughout this band, there is highly effective demonstration of standards as per band 1 and 2. This leads to effective class provision and enables staff to play an active role in building key stage or departmental teams to improve provision and outcomes beyond their own class. Staff will then begin to play a proactive role in their professional relationships with colleagues across the school and beyond, (including coaching and mentoring colleagues), in building school-wide teams to improve provision and outcomes for all pupils.</p>



	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Expert teacher
	Old style M1-M3	Old style M4-M6	Old style UPS 1-3
Level of support for teacher	With support and mentoring:	Independently and starting to support others :	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group/Key Stage	Focus: Whole School
1.2 Promote good progress and outcomes by pupils	<p>The M1 teacher, with appropriate support and advice, will ensure that most pupils achieve in line with school expectations, through the use of appropriate differentiation to include children with SEN/G&T and specific groups including gender, ethnicity and FSM.</p> <p>The M2 teacher will ensure that most pupils achieve in line with school expectations.</p> <p>The M3 teacher will use appropriate intervention strategies (with any necessary advice and support given by a more experienced teacher), to ensure that almost all children achieve in line with school expectations.</p>	<p>All aspects of teaching over time are good within this band.</p> <p>By M6 all teaching is at least good with a majority being outstanding</p> <p>The teachers in this band ensure that, without additional support to the teachers, most pupils' progress in line with school expectations.</p> <p>By M6 all children make at least expected progress with the majority of the class making good progress, exceeding their agreed targets.</p> <p>All teachers in this band will take a proactive role in identifying areas for professional development, accessing advice and adapting practice</p> <p>The M4 teacher will ensure that almost all pupils achieve in line with school expectations.</p> <p>The M6 teacher will ensure all pupils achieve in line with school expectations meeting individual targets. Some pupils exceed school expectations and targets.</p> <p>By M6 Staff will take a proactive role in accessing relevant support and professional development from colleagues. They will be fully competent practitioner able to keep up to date with changes and adapt and share practice accordingly.</p>	<p>Many aspects of teaching over time is outstanding. By UPS 3 teaching is inspirational and exemplary with the large majority being outstanding.</p> <p>UPS teachers will demonstrate the skills that enable children to regularly exceed school expectations and targets. They will develop and manage appropriate intervention strategies that support such progress.</p> <p>Significant numbers of pupils being taught by a UPS teacher exceed school expectations</p> <p>By UPS 3 all children make at least expected progress with the large majority of the class making good progress (2 sub levels over a year)</p> <p>In this band staff will proactively lead the professional development of others in a way which leads to improved outcomes for pupils. They will continue to play a proactive role in leading the professional development of key stage or departmental colleagues (including coaching and mentoring colleagues), taking full account of all the relevant standards.</p>



	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Expert teacher
	Old style M1-M3	Old style M4-M6	Old style UPS 1-3
Level of support for teacher	With support and mentoring:	Independently and starting to support others :	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group/Key Stage	Focus: Whole School
1.3 Demonstrate good subject and curriculum knowledge	<p>The M1 teacher knows and understands the curriculum for their current year group, as evidenced by subject knowledge through teaching and planning. They know who the subject leaders are and will seek support when necessary.</p> <p>The M2 teacher will require less support and is beginning to become aware of changes to the curriculum. They are beginning to understand the curriculum for the year groups below and above their current year group.</p> <p>The M3 teacher has a wider understanding of their key stage, (EYFS, Key Stage 1 and/or Key Stage 2 as appropriate), and feels confident in their subject knowledge. They are beginning to carry out tasks related to their subject area with advice and support from more experienced teachers. They begin to offer support to M1 and M2 teachers.</p>	<p>All teachers in this band will take a proactive role in identifying areas for professional development, accessing advice and adapting practice.</p> <p>An M4 teacher will access advice and adapt practice; they will feed back to the SLT to improve teaching and learning.</p> <p>An M5 teacher will take a lead in significant subject areas, including developing and evaluating the subject.</p> <p>An M6 teacher will build on M5 and use evaluation evidence to improve subject and curriculum to have a positive impact on learning. They will lead the development of others, within their own school and within the MAT, in a way that has a tangible impact on subject and curriculum knowledge and development.</p> <p>By M6 Staff will take a proactive role in accessing relevant support and professional development from colleagues. They will be fully competent practitioner able to keep up to date with changes and adapt and share practice accordingly.</p>	<p>Many aspects of teaching over time is outstanding. By UPS 3 teaching is inspirational and exemplary with the large majority being outstanding.</p> <p>UPS teachers will lead the development of others in a way that has a tangible impact on subject and curriculum knowledge and development. The UPS1 teacher will be responsible for a core subject, and the UPS 3 teacher will be responsible for multiple areas.</p> <p>In this band staff will proactively lead the professional development of others in a way which leads to improved outcomes for pupils. They will continue to play a proactive role in leading the professional development of key stage or departmental colleagues (including coaching and mentoring colleagues), taking full account of all the relevant standards.</p>



	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Expert teacher
	Old style M1-M3	Old style M4-M6	Old style UPS 1-3
Level of support for teacher	With support and mentoring:	Independently and starting to support others :	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group/Key Stage	Focus: Whole School
1.4 Plan and teach well-structured lessons	<p>The M1 teacher, with appropriate support and advice, will plan and deliver sequences of lessons that:</p> <ul style="list-style-type: none"> • Build on prior knowledge • Clear progression of knowledge, skills and understanding • Effective use of lesson time • Effective questioning • Effective deployment of additional adults • Differentiated activities • With support, plan for specific needs <p>The M2 teacher will include all of the points above, seeking advice from colleagues when necessary.</p> <p>The M3 teacher will plan sequences of learning, including all of the above points, so that almost all children achieve in line with school expectations.</p>	<p>By M6 all teaching is at least good with a majority being outstanding</p> <p>The M4 teacher will deliver all lessons which are judged good or better.</p> <p>The M5 teacher delivers lessons which are at least good, and some elements may be outstanding.</p> <p>When the M6 teacher teaches, all teaching is good with some elements of practice being outstanding.</p> <p>By M6 Staff will take a proactive role in accessing relevant support and professional development from colleagues. They will be fully competent practitioner able to keep up to date with changes and adapt and share practice accordingly.</p>	<p>Many aspects of teaching over time is outstanding. By UPS 3 teaching is inspirational and exemplary with the large majority being outstanding.</p> <p>Whole school responsibility is taken for modelling and developing other teachers to improve teaching across the school. For the UPS 1 teacher, this will be within their own key stage. For a UPS 3 teacher, this will be across the whole school.</p> <p>An active role is taken in curriculum development, updating staff on new initiatives.</p> <p>The UPS teacher will lead a team, subject or aspect across the school.</p> <p>In this band staff will proactively lead the professional development of others in a way which leads to improved outcomes for pupils. They will continue to play a proactive role in leading the professional development of key stage or departmental colleagues (including coaching and mentoring colleagues), taking full account of all the relevant standards.</p>



	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Expert teacher
	Old style M1-M3	Old style M4-M6	Old style UPS 1-3
Level of support for teacher	With support and mentoring:	Independently and starting to support others :	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group/Key Stage	Focus: Whole School
1.5 Adapt teaching to respond to the strengths and needs of all pupils	<p>The M1 teacher is aware of the specific needs of the children in their class. With support and advice, they plan appropriate lesson activities and interventions for these children.</p> <p>The M2 teacher will seek support and advice as necessary to plan for specific needs.</p> <p>The M3 teacher will do so more independently, still seeking support when they feel it necessary.</p>	<p>All teachers in this band will take a proactive role in identifying areas for professional development, accessing advice and adapting practice</p> <p>The M4 teacher develops further skills and independence.</p> <p>The M5 teacher uses knowledge and skills in order to develop others to ensure that teaching and learning improves.</p> <p>The M6 teacher has significant knowledge and understanding of the wide range of needs of pupils across the school.</p> <p>By M6 Staff will take a proactive role in accessing relevant support and professional development from colleagues. They will be fully competent practitioner able to keep up to date with changes and adapt and share practice accordingly.</p>	<p>Many aspects of teaching over time are outstanding. By UPS 3 teaching is inspirational and exemplary with the large majority being outstanding.</p> <p>Within own school, a UPS teacher will lead the adaptation of teaching to ensure needs of pupils are met. These adaptations can be fed into curriculum or key stage teams to ensure whole school picture e.g. by presenting feedback from curriculum team or to governors.</p> <p>Significant numbers of pupils being taught by a UPS teacher exceed school expectations</p> <p>By UPS 3 all children make at least expected progress with the large majority of the class making good progress (2 sub levels over a year)</p> <p>In this band staff will proactively lead the professional development of others in a way which leads to improved outcomes for pupils. They will continue to play a proactive role in leading the professional development of key stage or departmental colleagues (including coaching and mentoring colleagues), taking full account of all the relevant standards.</p>



	Band 1 - Teacher Old style M1-M3	Band 2 - Accomplished Old style M4-M6	Band 3 - Expert teacher Old style UPS 1-3
Level of support for teacher	With support and mentoring:	Independently and starting to support others :	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group/Key Stage	Focus: Whole School
1.6 Make accurate and productive use of assessment	<p>All teachers in this band follow the school's assessment policy and data is prepared according to the school's format. The M1 teacher will receive support on this from more experienced colleagues.</p> <p>The M1 teacher will receive significant support to:</p> <ul style="list-style-type: none"> • Make use of formative and summative assessments • Use data to monitor progress, set targets and plan subsequent lessons • Give regular verbal and written feedback to children, providing time for them to respond accordingly • Use data to report to parents in line with school formats and statutory requirements <p>The M2 teacher will do as above with less support.</p> <p>The M3 teacher will do as above, but will become more independent in monitoring data for their class to plan for specific groups. They will seek specific support when necessary.</p>	<p>All aspects of teaching over time are good within this band.</p> <p>By M6 all teaching is at least good with a majority being outstanding</p> <p>The teachers in this band ensure that, without additional support to the teachers, most pupils' progress in line with school expectations.</p> <p>By M6 all children make at least expected progress with the majority of the class making good progress and some exceeding their agreed targets.</p> <p>By M6 staff continue to demonstrate relationships (as per band 1). They are now securely focused on improving provision for pupils so that the majority of pupils' outcomes are good. They seek advice and support from appropriate colleagues for more challenging and complex issues.</p> <p>Staff continue to collaborate with colleagues to share good practice and trial new approaches.</p> <p>All teachers in this band will take a proactive role in identifying areas for professional development, accessing advice and adapting practice</p> <p>The M4 teacher will embed all these skills as in Band 1.</p> <p>The M5 teacher will support year group and key stage colleagues in use of assessment. They will broker support for others, when and where appropriate.</p> <p>The M6 teacher will monitor whole school data to ensure impact on teaching and learning.</p> <p>By M6 Staff will take a proactive role in accessing relevant support and professional development from colleagues. They will be fully competent practitioner able to keep up to date with changes and adapt and share practice accordingly.</p>	<p>Many aspects of teaching over time is outstanding. By UPS 3 teaching is inspirational and exemplary with the large majority being outstanding.</p> <p>The UPS teacher will monitor progress in curriculum area and year groups. They will use awareness of RAISE online data and other school tracking systems to impact on teaching and learning of specific groups across the school.</p> <p>A UPS teacher will train other colleagues to use assessment effectively.</p> <p>Significant numbers of pupils being taught by a UPS teacher exceed school expectations</p> <p>By UPS 3 all children make at least expected progress with the large majority of the class making good progress (2 sub levels over a year)</p> <p>Throughout this band, there is highly effective demonstration of standards as per band 1 and 2. This leads to effective class provision and enables staff to play a proactive role in building key stage or departmental teams to improve provision and outcomes beyond their own class. Staff will then begin to play a proactive role in their professional relationships with colleagues across the school and beyond (including coaching and mentoring colleagues), in building school-wide teams to improve provision and outcomes for all pupils.</p> <p>In this band staff will proactively lead the professional development of themselves and others, in a way which leads to improved outcomes for pupils. They will continue to play a proactive role in leading the professional development of key stage or departmental colleagues (including coaching and mentoring colleagues), taking full account of all the relevant standards.</p>



	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Expert teacher
	Old style M1-M3	Old style M4-M6	Old style UPS 1-3
Level of support for teacher	With support and mentoring:	Independently and starting to support others:	Significant support of others:
FOCUS AREA	Focus: Own class	Focus: Year Group/Key Stage	Focus: Whole School
1.7 Manage behaviour effectively to ensure a good and safe learning environment	<p>All teachers will work in accordance with the school's behaviour management policy. The M1 teacher will receive support from more experienced colleagues.</p> <p>The M1 teacher establishes clear rules and routines within their classroom and have high expectations of behaviour. More experienced teachers will support with advice on behaviour management strategies.</p> <p>The M2 teacher will continue to build on the above and begin to gain a greater awareness of the wider learning environment.</p> <p>The M3 teacher actively participates in staff discussions regarding behaviour management policies and procedures.</p>	<p>M4 to M6 staff continue to collaborate with colleagues to share good practice and trial new approaches.</p> <p>An M4 teacher will take joint responsibility with all colleagues for whole school behaviour issues to ensure consistency throughout the school.</p> <p>An M5 teacher will support colleagues with behaviour issues, e.g. supporting less experienced colleagues in meeting with parents to discuss challenging issue.</p> <p>An M6 teacher will support colleagues in all aspects of behaviour management as stated above.</p>	<p>Many aspects of teaching over time is outstanding. By UPS 3 teaching is inspirational and exemplary with the large majority being outstanding.</p> <p>A UPS teacher will be able to articulate the school's strategies, policies and practices to others e.g. Visitors, students, other schools etc. They will advise others on the development of a positive ethos and behaviour.</p> <p>Throughout this band, there is highly effective demonstration of standards as per band 1 and 2. This leads to effective class provision and enables staff to play a proactive role in building key stage or departmental teams to improve provision and outcomes beyond their own class. Staff will then begin to play a proactive role in their professional relationships with colleagues across the school and beyond (including coaching and mentoring colleagues), in building school-wide teams to improve provision and outcomes for all pupils.</p>



Part 2 Personal and Professional Conduct

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career

- 2.1.** Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions
 3. Showing tolerance of and respect for the rights of others
 4. 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
 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- 2.2** Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality
- 2.3** Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Preamble

- 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

All teachers will be achieving all of these standards at all times, no matter whatever their career stage is.



Appendix 1 - Definition of Gradings - % and terms of measurement

Proportion	Description
97-100%	Vast/overwhelming majority or almost all
80-96%	Very large majority, most
65-79%	Large majority
51-64%	Majority
35-49%	Minority
20-34%	Small minority
4-19%	Very small minority, few
0-3%	Almost no/very few



Useful Notes and dates

- Please ensure when completing the R6 Application form that you give a complete chronology of your educational qualifications and of your working experience to date (paid or unpaid), including any time off, providing full reasons. Please do not provide a CV.

Dates for being shown around the school are as follows:

- Monday 29th January 2018 at 2.30 pm and at 1.30 p.m.
- Thursday 1st February 2018 at 9.30 a.m. and at 1.30 p.m.
- Wednesday 7th February at 2.30 pm
- Thursday 8th February 2018 at 9.30 a.m.
- Monday 12th February at 2.30 p.m.
- Thursday 15th February 2018 at 9.30 a.m. and at 1.30 p.m.

Please contact the school office on **01785 822391** to indicate a slot that you would like to visit

- Closing date for the application is **Friday 16th February 2018 at 4.00 pm**. We will notify you the week beginning **Monday 26th February 2018** week as to whether you have been successful in being shortlisted.
- Lesson observations, a task along with an interview will take place here at school on **Monday 5th March 2018** - you will be notified on what subject and age group you will be observed upon well in advanced.

How to Apply

If you decide to apply for this post, please return your completed R6 application with a formal letter of application to:

Mrs Trish Edwards
Headteacher
Gnosall St Lawrence CE Primary Academy
Lowfield Lane
Gnosall
Staffordshire
ST20 0ET

Or submit electronically to office@st-lawrence.staffs.sch.uk

Applications must be submitted by no later than 4.00 p.m. on Friday 16th February 2018

Your supporting statement within the R6 application must not be longer than 2 sides of A4 and must not be of a font size under 11 if being typed; remember we've got to read it without straining our eyes!! The supporting statement should address the selection criteria detailed in the Person Specification.

Please note: This position is subject to an Enhanced Disclosure Check and Barrred List Check (criminal record check) which will require you to disclose details of all unspent and unfiltered reprimands, formal warnings, cautions and convictions on your application form. Further information can be found at:

<https://www.gov.uk/government/publications/filtering-rules-for-criminal-record-check-certificates>