

# Enquire Learning Trust Application Pack

## Contents of the pack:

1. The Enquire Learning Trust Visions, Values and Mission
2. The 8 Keys to Success
3. The Academy
4. Job Advert
5. Job Description



### **The Enquire Learning Trust**

We are a multi-academy trust responsible for 30 academies (by Sep18) in four clusters across the North of England; North East Lincolnshire, Hull, Manchester and Stockton-On-Tees.

We work in complete collaboration with each of our academies and place a strong emphasis on school-to-school support and learning. Our academies work in collaboration with one another, sharing both their talent and ideas with others, giving employees the opportunity to learn from individuals within our other academies.

We recognise that the most important assets we have are our employees, and for our academies to succeed we need to ensure we employ the very best people to every single role. Our core values and beliefs are consistent throughout all of our academies, and our keys to success are at the heart of everything we do.

Every role across the Trust is valued, appreciated and purposeful. We believe that the outcome of every role across the Trust should improve the education each of our learners receive. Whether teaching, support or leadership, every single role is vital to the success of our academies.

We also recognise that all of our academies are different, and we encourage individuality. Whilst we believe our academies should work together to support best practice and to share ideas, we don’t believe that implementing blanket priorities and objectives is pertinent to a successful academy, and encourages autonomy to academy leaders wherever possible.

### **Values**

* + We believe that all learners can be powerful learners, given access to good learning experiences. We want children and the academies they attend to be confident, successful and ambitious.
  + We envisage a Trust where well-led, highly skilled and committed professionals collaborate, learn and innovate together to ensure that all academies are successful, and where all learners have access to effective and innovative provision that meets their needs and aspirations.
  + We want to add value to achievement and raise standards. We also want to change lives. We know that this requires our provision and our practice to be world class – because of the distance we have to travel, we understand that good will not be good enough and that we need to develop a shared appreciation of excellence and then strive to enact this every day.
  + We need to show that we take learning seriously and work together to create a vibrant culture in which this can happen. We know that it’s what we do that counts and that our thinking must be visible in classrooms if it is to have leverage. Children are at the forefront of all that we do and aspire to do. We need to take serious steps to engage them, to hear their voice in authentic ways and then to use their insight and expertise to develop radical pedagogies that taps into their passions and interests and use the potential of emergent technologies.

### **Keys to Success**

As a Trust, we devised the following principles that we believe are the keys to our success. We are committed to an approach incorporating:

### **Understands need and identifies real and current priorities.**

We need to remain grounded in the real priorities that are identified by academy leaders and the Trust, because we can only expect schools to participate and actively engage if their real academy needs are met.

### **Creates opportunities for academy leaders and teachers.**

We need to constantly create opportunities for dialogue between the Trust, academy leaders and their peers, giving opportunity to enquire in to, and reflect upon the real priorities of each academy and explore opportunities for leadership teams to test out their judgements about where the school is and where the focus for improvement should be. We need to offer opportunities for collaborative support in co-designing the approaches each academy will take to achieve the improvements they aspire to.

### **Takes advantage of research evidenced nationally to improve our futures.**

Our approach needs to be based on the best research evidence that is available to us… because there is real wisdom in research and our children will learn most effectively if we are able to convert this wisdom into action and practice.

### **Ensures evidence informed improvement is at the heart of everything we do.**

To be continually exploring what the evidence base tells us about effective practice, utilising the outcomes of research to inform the decisions each academy makes about how to take practice and provision to another level. Ensuring our staff are given the opportunity to engage with research and explore what it means for their developing classroom practice.

### **Understands that only when adults learn to do things differently, will classroom practice improve.**

We must make professional learning and development an absolute priority, as if our adults are constantly learning and changing, so are our children. We are committed to creating high quality learning opportunities for all of our professionals – regardless of their role, with a reciprocal expectation that all of our professionals will embrace those opportunities to learn in ways that enhance the quality of what takes place in classrooms.

### **Unlocks the potential!**

We must emphasis the collaborative development and improvement, because the expertise locked away inside our classrooms has the potential to impact upon every learner. We need to create opportunities for reflection, learning and improvement. We need to de- privatise practice in ways that enable professionals in our classrooms to learn from one another, not only in their own academy but within the many schools across the Trust.

### **Nurtures great leaders and liberates them to transform the life chances of our children.**

We need to realise the potential of school-to-school support and leadership, utilising the outstanding leadership expertise that already exists within the Trust, and drawing upon that expertise to build leadership capacity within all of our academies.

### **Recognises that great learning is created by great teaching.**

Because when classroom practitioners grow, develop and thrive, so do our children. It is everyone’s responsibility to create the conditions for that to be great. Our employees are the key to our success, and as a Trust we must create the conditions for them to thrive.

**Eastfield Primary Academy**

Eastfield Primary Academy is a one form entry school set in spacious grounds in Immingham, North East Lincolnshire. We share a school site with the Immingham Children’s Centre. Our school is open for children between the ages of 3 and 11 and we believe that all children should be given the chance to achieve their potential. Our 3 drivers are: **Pride**, **Collaboration** and **Understanding** and these underpin everything we do and plan for in our Academy.

**Pride** means that we are always proud of our families, our Academy, our work, ourselves and we strive to be the best that we can be, in everything that we do.

**Collaboration** means that we work together and learn with and from each other. This is in every classroom, every group and as an Academy. Staff and children also have the opportunity to work with other Academies in our Trust to share best practice. What we can do in a team today, we can do on our own tomorrow.

**Understanding** means that we try to understand how other communities feel and compare this to our own.

**Our Aims and Vision**

We endeavour to nurture our children and staff from the moment they arrive until the moment they leave, hence our moto of ‘where all individuals are nurtured to flourish’. Our logo is an elephant because in the wild, elephants nurture their young for the longest of all the animals.

**Motto ‘Where all individuals are nurtured to flourish’**

At Eastfield Primary Academy we believe that all individuals are nurtured to flourish and our aim is for our young people to leave us as resilient and independent learners that have access to a toolkit of skills that they can adapt and use for the next stage in their education.

Within Eastfield we strive to:

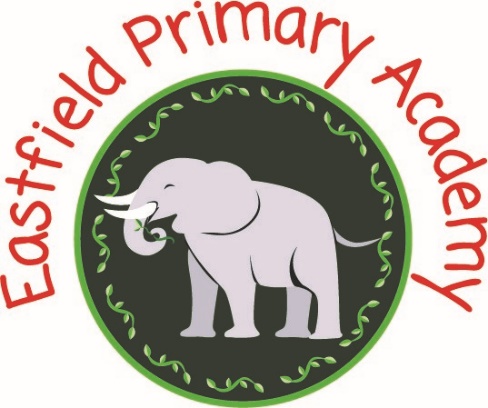
* Create a climate where children feel valued, are listened to and trusted
* Build and maintain a welcoming, friendly and inclusive place where children feel secure
* Teach social, cultural and wider British Values and lead by example to develop children who are understanding of difference and actively promote an inclusive school community
* Ensure that all children develop self-discipline appropriate for their stage of development
* Provide well for children’s care and health and safety.

Some of the positive traits we aim to foster (not an exhaustive list and not in any particular order):

* Pride of themselves, school and the wider community
* Collaboration – what we can do in a team today, we can do on our own tomorrow
* Understanding of the world in which we live
* A love of learning
* Curiosity
* Positive attitude
* Aspirational – there is no limit to what they can achieve
* Confident
* Resilient
* A strong moral compass

If you would like to see what our school has to offer, please arrange a visit by calling the office. I look forward to meeting you.

Kerry Thompson – Principal

**Eastfield Primary Academy**

Margaret Street, Immingham, North East Lincolnshire, DN40 1LD

**Early Years Teacher (main pay scale, full time)**

Required from September 2019

Salary Scale: MPS

We are seeking to appoint an enthusiastic and outstanding practitioner to teach a Reception class.

We are looking for someone who has:

* Sound knowledge of the Early Years curriculum
* Innovative use of ICT
* Vision, flair and energy
* Commitment to providing the best possible education for every child, every day
* A belief in collaboration with both staff and children

We can offer:

* Enthusiastic and keen children who love learning
* A well-resourced classroom
* Friendly, high skilled and supportive colleagues
* CPD locally and in other Enquire schools in other counties
* A school you will love working in!

The post is suitable for NQT’s and experienced teachers.

**The closing date for applications is at noon on Tuesday 23rd April 2019.**

Interviews will be held Monday 29th April 2019 and will involve a teaching task as part of the interview process. Please return application forms by post or electronically to [s.price@eastfieldprimary.co.uk](mailto:s.price@eastfieldprimary.co.uk)

For further details and to apply online, please visit [www.nelincs.gov.uk](http://www.nelincs.gov.uk) or enquirelearningtrust.org

Alternatively please contact the school on 01469 572455.

Visits to the school are welcomed; please contact Debbie Steward to make an appointment.

Further information on our Academy can be found at [www.eastfieldprimary.net](http://www.eastfieldprimary.net)

The Academy is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS).

We are committed to safeguarding and promoting the welfare of children and young people and expect the same commitment from all staff and volunteers.

**Job Description**

**Post Title:** Teacher

**Responsible to:** Principal

**Generic duties and responsibilities:**

To work within the framework of national legislation, in accordance with the provisions of the School Teachers’ Pay and Conditions Document and with the Enquire Learning Trust agreed conditions of employment. The duties & responsibilities common to all classroom teachers.

In addition the post is subjection to compliance with: School and Enquire Learning Trust policies & guidelines; National Standards for Qualified Teachers; SEN Code of Practice.

You are requested to carry out duties of a schoolteacher as set out in the relevant paragraphs of the latest schoolteacher’s Pay and Conditions Document.

The post requires you to teach pupils in the primary age range.

The postholder will take full responsibility for a class of children.

** Eastfield Primary Academy**

**Person Specification Teaching**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications** | * Qualified Teacher Status. (A/I) |  |
| **Experience and Skills** | * A clear understanding of how children learn and the strategies for raising pupil attainment. (A/I) * Good subject knowledge. (A/I) * Good knowledge of the primary curriculum. (A/I) * Excellent behaviour management. (A/I) * Ability to use assessment for learning in lessons to provide feedback and challenge. (A/I) * An understanding of the need for confidentiality and awareness of safeguarding matters. (A/I) * An understanding the SEN Code of Practice. (A/I) * The ability to use and apply ICT to Teaching and Learning. (A/I) * An understanding of how to plan, organise and teach a curriculum that is engaging to all pupils. (A/I) | * Evidence of outstanding teaching and learning. (A/I) * Evidence of teaching in Early Years. (A/I) |
| **Knowledge and understanding** | * National Curriculum requirements at the appropriate key stage. (A/I) * The monitoring, assessment, recording and reporting of pupils’ progress. (A/I) |  |
| **Relationships** | * Ability to develop and maintain positive relationships with adults and children. (A/I) * Ability to develop and maintain good personal relationships within a team. (A/I) * Ability to promote positive relationships between children. (A/I) * Establish and develop relationships with parents. Governors and the local community. (A/I) |  |
| **Personal Attributes** | * Commitment to self and team development. (A/I) * Have high expectations. (I) * Be flexible to changing circumstances and new ideas. (A/I) * Able to maintain a safe, calm and happy ethos. (A/T) * Ability to self-reflect and accept advice. (A/I) * Personal commitment to working within a team. (A/I) * Have a positive attitude and enthusiasm for all aspects of school life. (A/I) * A commitment to abide by and promote the Academy’s Equal Opportunities, Health and Safety and Child Protection Policies. (A/I) * Evidence of personal commitment to professional development. (A/I) * A professional responsibility to promote and safeguard the welfare of children. (A/I) * The post holder will require an enhanced DBS. * Committed to CPD. (A/I) * Self-motivating. (A/I) |  |

**Evidence**: A = Application Form

I = Interview

T = Task