



**BOVINGTON**  
AN ASPIRATIONS ACADEMY

# **Class Teacher Information Pack**

**Main Scale**

**Starting 1<sup>st</sup> September 2021**

## Welcome to Bovington Academy

Thank you for showing an interest in Lower Key Stage 2 (Year 3/4) class teacher position at Bovington Academy. This is a very exciting time to be joining our school, on 1<sup>st</sup> July 2019 we became part of the Aspirations Academies Trust and we are moving onto our next chapter. All Aspirations Academies Trust schools have been graded as Good or Outstanding following Ofsted inspections and the Trust has a strong reputation for maximising schools potential with good systems and structures. We are determined to build on the hard work that has already taken place, be successful, continue to make rapid improvements and provide the very best education for the children in our care. We have real energy and excitement about the future.

We are proud to serve a unique catchment area, including Bovington and the local garrison between Allenby and Stanley Barracks. Approximately 60% of our children have a parent or carer that is in the services and we have worked hard to develop our relationship with the community for the benefit of our children. We pride ourselves on providing a nurturing environment, in which children from all backgrounds feel included and able to take part in enriching learning experiences, where parents and carers feel confident about sending their children.

Bovington Academy is a caring, hardworking and forward thinking place to work. We currently have 234 children on roll from year R – 6, across 9 classes.

At Bovington Academy, we are very lucky to have an incredible learning environment including large and extensive school grounds. In addition, we are extremely fortunate to have the world-renowned Bovington Tank Museum within walking distance. We make full use of this provision and have forged strong relationships with the museum, which has helped to enhance our curriculum experiences.

As a school, we have high aspirations, a strong P.E focus and have worked hard to develop our learning outside the classroom through our Forest School. At the heart of our approach is a focus on the 'whole' child, their emotional literacy and providing them with the best opportunity to reach their full potential using a 'growth mindset'. We offer a varied and engaging curriculum that we believe develops our children, providing them with future skills, knowledge and experiences so they are ready for the next exciting chapter in their lives and education when they leave Bovington Academy.

We are looking for a strong classroom practitioner that has children's academic, social, and emotional development at the heart of their practice. You will have a proven track record of excellent teaching, a drive and enthusiasm to be part of this very exciting next part of Bovington Academy's journey.

In return, we can offer a strong team of enthusiastic and dedicated staff, engaged children who are keen to learn, a supportive wider school community and parents along with a new and exciting journey with Aspirations Academies Trust. Furthermore, you will have the opportunity for innovative and targeted Continuous Professional Development (CPD) opportunities that reflect the schools and your individual needs.

Visits to our school are welcomed and encouraged and we look forward to meeting you. Please contact the school office to arrange a suitable time.

School Office: Mrs. Claire Wilson-Woodward (Office Manager) 01929 462744 or [office@bovington-aspirations.org](mailto:office@bovington-aspirations.org)

**Closing date for applications: Midday on 13<sup>th</sup> May 2021**

**Interviews will be held on: Thursday 20<sup>th</sup> May 2021**

**Start date: 1<sup>st</sup> September 2021**

**For more information, please visit: <https://www.bovington-aspirations.org>**

# Class Teacher at Bovington Academy Job Description

## Main Duties & Responsibilities

### Classroom teaching responsibilities:

1. Teach in accordance with the requirements of the School Teachers' Pay and Conditions doc, in line with the National Curriculum, school policies and schemes of work.
2. Set a high standard of professional example, ensuring that the classroom is well planned, tidy and provides a bright and stimulating environment in which children can learn.
3. Manage the classroom in such a way so as to provide a variety of teaching and learning styles as appropriate.
4. Maintain discipline and acceptable standards of conduct and appearance of children.
5. Marking the class register, ensuring absences and lateness are accounted for and taking appropriate action where they are not.
6. Establish a rapport with children to develop their social and academic potential, nurturing children and communicating effectively with their families.
7. Consistently and effectively use information about children's prior attainment and skill to focus on the next step in their learning.
8. Assess, record and report on the development, progress and attainment of children using agreed assessment for learning and summative strategies.
9. Monitor home learning of children.
10. Plan and review the year group curricula on a regular, weekly basis with the year team and be an active part of the team.
11. Respond to children's work in accordance with the school assessment and feedback policy.
12. Know and understand the health and safety requirements, including where to obtain expert advice, and ensure there is a safe working environment in which risks are properly assessed and risk assessments are completed.
13. Participate, as directed, in meetings with colleagues and parents in respect of the duties of the post.
14. Attend staff meetings, INSET and other training events as directed by Bovington Academy or Aspirations.
15. Participate, as directed, in in-service training in order to keep abreast of trends and developments in education, especially those relevant to the duties and responsibilities of the post.
16. Participate in the performance management programme operated by the school.
17. Deal with all administrative, organisational and supervisory tasks
18. If attained NQT Status, lead a curriculum subject as required.

## Teaching and Learning

1. Be clear about teaching objectives and learning outcomes in lessons, understand the sequence of teaching and learning and communicate this to children.
2. Provide guidance on appropriate teaching and learning methods to suit differing pupil needs, focusing on quality differentiation and providing a fully inclusive classroom.
3. Ensure curriculum coverage, continuity and progression for all children, from the most able through to those with special educational needs.
4. Gather, analyse and use data to inform planning and reporting.
5. Set expectations and targets for children that are realistic yet aspirational and challenging and bring about improvement in pupil performance.
6. Evaluate the quality of teaching and standards of children's achievements, using the analysis to identify effective practice and areas for improvement.
7. Mirror the school's practice in school-home links, develop a partnership with parents that involves them in their child's learning of these subjects and informs them about children's achievement through effective reporting procedures.
8. Where appropriate, develop effective links with the local community, including business and industry, so as to extend both the curriculum and children's wider understanding.
9. Demonstrate a lively and informed interest in current trends in Primary Education.
10. Contribute to the overall aims and objectives of this school and its commitment to high standards and securing school improvement.
11. Promote the school's ethos and develop the values set out.

## Career/Salary Progression

Teacher pay progression will be subject to the successful completion of the performance management procedures as directed by Bovington Academy and Aspirations Academies Trust.

# Personal Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher</li> <li>• Degree or relevant professional qualification</li> <li>• Evidence of relevant continuous professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualifications</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Key Stage 1 / 2 age range curriculum experience</li> <li>• Using a range of teaching strategies</li> <li>• Ability to use IT and other new technologies to raise standards and motivate learners</li> <li>• Successful parental liaison</li> <li>• Managing behaviour for effective learning</li> <li>• Making effective use of Assessment for Learning strategies</li> <li>• Using data and assessment information to inform planning</li> <li>• Being a reflective practitioner</li> </ul>	<ul style="list-style-type: none"> <li>• White Rose Mastery Maths approaches</li> <li>• RWI</li> <li>• Working knowledge of the curriculum across the Primary Age range</li> <li>• Have up to date knowledge of current educational issues</li> <li>• Able to offer an areas of specialism in the wider curriculum</li> <li>• Accelerated Reader</li> </ul>
<b>Curriculum / Teaching</b>	<ul style="list-style-type: none"> <li>• Evidence of strong classroom organisation and management skills</li> <li>• Evidence of effective positive behavior management including the development of emotional resilience towards challenging tasks</li> <li>• Ability to assess, plan and teach to secure good progress and attainment for pupils in KS2</li> <li>• <b>An absolute commitment to inclusion and meeting the needs of whomever is in your class;</b></li> <li>• A commitment to encouraging independent and motivated learners that are resilient and used to facing and overcoming problems and challenges;</li> <li>• A drive to give children an equal opportunity through learning and aspiration</li> <li>• A commitment to engaging active learning based upon effective practice.</li> <li>• An ability to use ICT including interactive whiteboards to deliver the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• A commitment to the promotion of creative thinking</li> <li>• Experience supporting/ developing pupil mental health</li> <li>• Experience of running or supporting extra-curricular activities</li> <li>• Experience of curriculum planning</li> </ul>
<b>Personal qualities and skills</b>	<ul style="list-style-type: none"> <li>• Possess integrity and is consistent, fair, open and honest</li> <li>• Treats all individuals with respect and maintains professional confidentiality • Confident, enthusiastic and excited by challenge and innovation</li> <li>• Passionate about teaching, learning and caring for all children</li> <li>• Ability to work well under pressure and remain calm</li> <li>• Approachable and positive</li> <li>• Able to embrace the Growth Mindset culture of the school</li> <li>• Able to be reflective and to recognise when own skills and experience need support to meet the needs of the school</li> <li>• Motivated and committed to making a difference to the lives of children</li> </ul>	<ul style="list-style-type: none"> <li>• A desire to innovate</li> </ul>

<p><b>Interpersonal skills</b></p>	<ul style="list-style-type: none"> <li>• Effective communication and interpersonal skills</li> <li>• Ability to maintain and develop good sensitive personal relationships with children, staff, governors, parents and the community</li> <li>• Ability to interpret data and use it to inform actions for maximising pupil progress</li> <li>• Ability to lead and manage effective strategies for behaviour management</li> <li>• Ability to work collaboratively and as part of a team</li> <li>• Make an effective contribution to the inclusive school ethos</li> <li>• Ability to prioritise to meet deadlines</li> <li>• Be or strive to be, an outstanding classroom practitioner</li> </ul>	<ul style="list-style-type: none"> <li>• Good communication skills in order to present to a range of audiences with confidence</li> </ul>
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The aim of the job description and personal specification is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Principal. This is an outline job description only and the post holder will be expected to undertake the duties commensurate within the range and grade of the post or any lesser duties as directed by the Principal.

## Aspirations Academies

Aspirations is a successful and rapidly growing sponsor of primary and secondary academies in southern England and is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves in an ever changing world. We educate over 7,000 young people from ages 4 to 18.

Our academies are located within three geographical regions, or districts: West London, South Coast (Bournemouth, Poole and Dorset) and Banbury (Oxfordshire). We operate primary, junior, secondary and studio schools and one post-16 College.

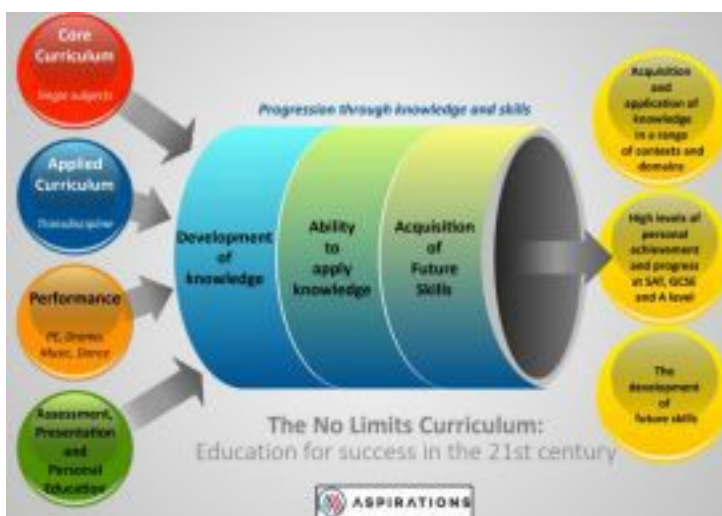
In 2020, we will open two all-through academies in partnership with Ian Livingstone OBE, a pioneer in the UK games industry and the Government's Creative Industries Champion.

The vision of Aspirations is that there is equality of opportunity for all and recognition that as well as knowledge, students need to develop their ability and skills to apply and repurpose knowledge in order to survive in a rapidly changing world. In applying knowledge to real-world contexts and allowing young learners to take the lead in using this knowledge to find solutions and answers, learning is deepened. The ability to dream about the future while being inspired in the present to reach those dreams is paramount for all Aspirations learners.

The 'NO LIMITS' curriculum framework is based around INTENT, IMPLEMENTATION and IMPACT alongside the expectation that the curriculum in each academy additionally values ingenuity, creativity and risk-taking. Accelerated progress will come through the development of CORE and APPLIED learning whereby individual subject and trans discipline learning will unify knowledge, skill development and application. The drivers for change are encompassed in the Guiding Principles of Self – Worth, Engagement and Purpose. Our children need to be engaged in their learning, understand the purpose and subsequently have a high level of self-worth that will be resilient throughout their school life and beyond.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child's education is extremely important - pre-school, primary and secondary - and should, where possible be coherent across the phases of education in the practice of developing the principles, beliefs and aims of Aspirations. For this reason, we support primary, secondary and, where possible, all through (Ages 3-18) academies.

At whatever stage a child joins an Aspirations Academy, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.



### CONTACT

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ASPIRATIONS



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## Safe Recruitment Procedure

Aspirations and Bovington Academy are committed to safeguarding and promoting the welfare of all children, young people and staff. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

### Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

### Shortlisting

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form. Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application. Observations for long listed candidates may take place before a shortlist is drawn up.

### Interview

Those shortlisted will then take part in an interview with questions relating to the job description and person specification. There will also be a presentation and specific tasks relevant to the role.

### Reference checking

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all cases before an offer of appointment is confirmed.

Please do not hesitate to contact us should you have any further questions.