

**KS2 Teacher
All Saints C.E. Junior Academy, Hastings**

Applicants Information Pack



JUNE 2026

Dear Applicant

Thank you for requesting information concerning our vacancy KS2 Class Teacher at All Saints CE Junior Academy, part of the Diocese of Chichester Academy Trust.

All Saints became an academy on 1st February 2015. We are part of an active local hub of other church schools which is continuing to grow and develop. The school received a 'Good' in all areas at its last Ofsted in January 2023 and is keen to continue its progress towards delivering outstanding provision for all its pupils.

I hope you will find the enclosed information useful and comprehensive. Please do not hesitate to contact the Academy if any queries remain. Under the current circumstances we cannot arrange a visit to the Academy but please feel free to visit our school website to find out more about our academy. Website – allsaintscejunioracademy.org

This pack includes:

- Information about the Trust
- Job Description
- Person Specification

Appointment will be subject to satisfactory references, police and health checks, and compliance with the Trust's safeguarding requirements.

I wish you every success in your application and look forward to hearing from you. Please note that CV's will not be accepted as part of any application.

Yours sincerely,



Katharine Hurd,
HEADTEACHER.

Diocese of Chichester Academy Trust

The Trust was established in 2014 as a sponsored academy trust with an initial focus on the Hastings area. The Trust aims to bring together local church schools, to drive and maintain improvement and share economies to maximise resources for teaching and learning in the classroom. This will enable all pupils and staff to develop and achieve to their full potential. We want to attract, train and keep good staff and also use expertise from other schools and external partners, including local universities and teaching school alliances - several of which are led by church schools.

The Trust's vision is to provide every child in each of the academies with the best education possible; by helping each child achieve their God given potential. The aim for every lesson to be good or better and for every child to enjoy school life and make good academic progress.

Each academy will be welcoming to all, and will serve equally those who are of the Christian faith, those of other faiths and those with no faith.

The Trust will draw on the expertise in the Diocese of Chichester and on the wider national Church of England role as the leading sponsor of academies. The Trust directors have local and national expertise to ensure every academy is well led and governed, through the Trust and the Local Governing Body.

The Trust is part of the Diocese of Chichester which was established in 681 CE. The Diocese has over two hundred years of successful experience as a provider of schools across Sussex as part of its mission to support and serve the whole community. All their school sites are held in church trusts and some of their governors and directors appointed by the diocese and local churches. The Church of England provides schools and academies with a distinctive Christian ethos that are open to all. Many parents support this ethos and appreciate their positive impact on the lives of pupils.

The Diocese of Chichester Education Team works closely with schools and academies to support and sustain them. It also works in partnership with the three local authorities in Sussex, universities, the National College, the Department for Education and also with the national Church of England education network of schools and academies.

For more information on All Saints, please see the academy website:

<http://www.allsaintscejunioracademy.org>

All Saints C.E. Junior Academy

Job Description

POST:	KS2 Teacher
PAY RANGE:	MPS 1 – MP6
JOB PURPOSE:	Class Teacher

To carry out the professional duties of a teacher as circumstances may require and in accordance with the Academy's policies under the direction of the Headteacher.

If you have completed your induction year, you would also be required to lead an area of curriculum, which will be confirmed by discussion on appointment.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed;
- Setting tasks which challenge pupils and ensure high levels of interest;
- Setting appropriate and demanding expectations;
- Setting clear targets, building on prior attainment;
- Identifying SEN or very able pupils;
- Providing clear structures for lessons maintaining pace, motivation and challenge;
- Making effective use of assessment and ensure coverage of programmes of study;
- Ensuring effective teaching and best use of available time;
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- Using a variety of teaching methods to:
 1. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary.
 2. Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions.
 3. Select appropriate learning resources and develop study skills through library, ICT and other sources;
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Evaluating own teaching critically to improve effectiveness;
- Ensuring the effective and efficient deployment of classroom support;
- Taking account of pupils' needs by providing structured learning;
- Opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;

- Encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere and listen attentively;
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

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;
- 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;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

Curriculum Development

- contribute to the whole school's planning activities.

School development

- To co-operate with the aims and objectives of our CE school, contributing towards a positive Christian ethos by showing kindness and courtesy towards all members of the school community and leading worship with pupils;
- To promote equal opportunities within the school and to seek to ensure the implementation of the school's and Children's Services equal opportunities policies;
- To promote within the school a culture in which all pupils, staff and parents feel confident in raising concerns relating to the welfare or safety of children and that those concerns will be heard and dealt with consistently, and to do this in accordance with the school's Safeguarding.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained within Parts XI and XII of the School Teachers' Pay & Conditions Document..

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

Essential Criteria

1 Knowledge and Experience

- 1.1 Evidence of successful KS2 classroom practice.
- 1.2 A sound understanding of recent developments in the primary school curriculum.
- 1.3 Knowledge of the particular requirements of delivering education to pupils with special educational needs.
- 1.4 Knowledge of strategies which are necessary to promote purposeful learning and progress while safeguarding the health and safety of pupils.
- 1.5 Understanding of multicultural education and other issues related to ensuring that classroom organisation and practices are equitable and do not discriminate.

2 Skills and Abilities

- 2.1 Ability to plan and prepare programmes of work, appropriately adapted, for the delivery of the curriculum to children in the primary school age range.
- 2.2 Ability to assess the needs of individual pupils and maintain appropriate records for the purpose of continuity and progress in curriculum areas.
- 2.3 Ability to select appropriate resources to create a stimulating learning environment.
- 2.4 Ability to relate and communicate effectively with parents and encourage their participation in their child's education.
- 2.5 Ability to direct the work of a teaching assistant.
- 2.6 Ability to work closely with other members of staff in the development of the curriculum and pastoral work of the school.
- 2.7 Excellent inter-personal skills
- 2.8 Excellent time and task management skills.
- 2.9 Ability to work under pressure and to deadlines.
- 2.10 Ability to use data effectively in setting targets.

3 Qualifications

- 3.1 DfE recognised teaching qualification

4 Personal Qualities

- 4.1 Commitment to safeguarding and promoting the welfare of children and young people.
- 4.2 Commitment to a range of teaching approaches that encourage pupils to develop their full potential.
- 4.3 Commitment to equal opportunities within the whole school development plan.
- 4.4 Commitment to partnership with Governors, the Church, school and parents.
- 4.5 Sympathy with the aims and values of a Church Aided School.
- 4.6 Evidence of commitment to personal continuing professional development.

5 Desirable Qualities

- 5.1 Experience of teaching KS1

Diocese of Chichester Academy Trust

Safe Recruitment Procedure

The Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced DBS check of previous criminal convictions. 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.

Childcare Disclosure

This post is covered by the Childcare Disqualification Regulations 2009:
The Academy will need to ensure that they are not knowingly employing a person who is disqualified under the 2009 Regulations in connection with relevant childcare provision. Accordingly, the successful candidate will be required to demonstrate to the Academy, by completing a self-declaration form as part of the pre-employment checks process, that they have not been disqualified under the 2009 Regulations.

If the preferred candidate is found to be disqualified under the 2009 Regulations, the offer of employment will be subject to the application by the preferred candidate to Ofsted for a waiver, and the receipt of a waiver from Ofsted.

Shortlisting

Only those candidates meeting the right criteria will be taken forward from application.

Interview

Shortlisted candidates will be subject to an appropriate interview process. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.