



Overseen by the



## **Teacher RECRUITMENT PACK**

Teacher  
Starting January 2023 (Maternity Cover) Until July 2023  
Working Hours – 37 per week, 8.30am – 4.30pm  
Main Pay Scale £25,714 - £36,96 pro rata per annum  
Car essential

**Crewe Site:**

Cornerstone Academy, The Stables, Warmingham Road, Crewe, Cheshire, CW1 4PP

**Congleton Site:**

Cornerstone Academy, c/o Marlfields Primary Academy, Waggs Road, Congleton, Cheshire, CW12 4BT

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Dear Applicant

Thank you for your interest in our Temporary Teacher vacancy.

Cornerstone Academy is an innovative and different type of school that provides opportunities for children in year 1 to year 6, who currently present as unable to meet the demands of mainstream provision, to re-engage with their learning and re-ignite a love of learning. It is our conviction that these children have tremendous potential and at Cornerstone, we aim to unlock this potential regardless of background, ability or disposition.

Children who attend Cornerstone Academy return to their home schools equipped with a tool box which enables them to be more resilient.

This vacancy at Cornerstone Academy is an outstanding opportunity. As a teacher you will bring fresh ideas and stimulus to our already successful plans. You have the opportunity to create an inclusive curriculum which will inspire and excite our vulnerable learners.

We are looking for someone who will enjoy a challenge along with the tremendous opportunity to join an incredibly hard-working staff team and help create an outstanding provision. We want our staff to empower children to succeed and show a patient and nurturing approach in order to unlock a child's potential.

If you feel that Cornerstone Academy may be the right place for you, I hope you will consider applying for the post.

I will be more than happy to have an informal conversation if you have any further questions, so please do not hesitate to get in touch.

I look forward to hearing from you.

Yours sincerely

**Damien Sweeny**  
**Headteacher**



## Cornerstone Academy Recruitment and Selection Process

1. Please complete The YES Trust application Form.
2. Please also include as part of your application, a letter of application that addresses the items listed under desirable criteria on the attached Person Specification & Assessment Criteria. Please keep this letter as brief and to the point as possible (no more than 2 sides).
3. You are asked to return your completed application form & letter of application by email to;  
FAO: Mrs Anne Williams [admin@cornerstoneap.org](mailto:admin@cornerstoneap.org) by 5pm on Monday 17<sup>th</sup> October 2022.

Closing Date:	Revised: Monday 17/10/22 at 5pm
Interview Date:	Thursday 20 <sup>th</sup> October in the afternoon
Start Date:	January 2023 until July 2023
Working Hours:	37 per week, 8.30am to 4.30pm (4pm on a Friday)
Salary Range	Main Pay Scale M1 – M6 term time pro rata

Working and travelling between sites / Car essential

## **Teacher Job Description**

**To deliver the vision, our teachers will work in collaboration with the Headteacher and Senior Leadership Team focusing on three key themes:**

### **1) Re-connecting, raising aspirations and motivating**

- A whole education, recognising that essential pre-cursors to academic success are personal and emotional development, independent living and decision-making skills and discovering meaningful interests and goals
- A personalised curriculum including specific engagement activities based on the interests of each individual learner
- Positive and trusted adult role models in the form of Learning Mentors and qualified teachers recruited for their enthusiasm for working with disconnected young people and their ability to understand and adapt, in order to meet the needs of the students
- Opportunities to support social and emotional needs through individualised programmes and a varied curriculum

### **2) Unlocking every child's potential**

- The curriculum will determine the knowledge and skills students will learn at each stage. It will be planned efficiently to deliver exceptional lessons where students make outstanding progress, and are able to relate their learning to the wider world
- Individualised learning programmes, based on the interests and skills of the students and which draw upon the diverse range of pastoral, vocational, engagement and personal and social development activities
- Small groups of students (max 1:10) with capability to offer 1 to 1 student support
- Practical application of knowledge to develop skills that prepare for accreditation and work towards independence and social integration

### **3) Recognising and celebrating achievement**

- Positive learning environments with praise for success and recognition of achievement
- Regular liaison with parents and carers to involve them fully in the education of their children including weekly progress telephone calls
- Celebration of success through weekly celebrations with students and staff rewards for targeted elements and high-profile annual celebration events
- Relevant vocational learning that broadens the curriculum we offer to students, providing the opportunity to support their classroom learning by gaining practical skills in the workplace and ultimately allowing them to achieve recognised qualifications

## **Teacher Job Description**

### **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
- Undertake Performance Management & Line Management responsibilities for a learning mentor
- 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 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 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

## CORE SUBJECT TEACHER

**Accountable to: School Senior Leadership Team**

PERSON SPECIFICATION

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



Criteria	Essential	Desirable	Evidence
<b>Professional /Personal Skills</b>	<p>Proven ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to deliver at least good classroom practice</li> <li>• Good organisational skills</li> <li>• Use assessment effectively to inform student's progress and to analyse data to help the target setting process.</li> <li>• Generate enthusiasm for new ideas in both students and staff</li> <li>• Inspire others with confidence</li> <li>• Communicate effectively to groups and individuals, orally and in writing</li> <li>• Resolve conflict through active listening and negotiation</li> <li>• Demonstrate a flexible approach and a willingness to listen to others</li> <li>• Provide advice and guidance to parents and carers in a positive and clear manner</li> <li>• Remain calm when working under pressure</li> <li>• Ability to show patience and empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of coaching and/or mentoring</li> <li>• Able to effectively resolve personnel issues</li> <li>• Training and understanding of child protection</li> <li>• Training and experience of working with students with a variety of mental health needs</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>
<b>Curriculum &amp; Personal Management</b>	<ul style="list-style-type: none"> <li>• Ability to analyse situations, prioritise and help to implement realistic solutions</li> <li>• Ability to establish and develop good relationships with all involved in the school</li> <li>• Commitment to the school's wider community</li> <li>• Willingness to deliver and support extra-curricular activities</li> <li>• Ability to inspire all in a love of learning for your subject</li> </ul>	<ul style="list-style-type: none"> <li>• Proven ability in leading a staff CPD session on a subject area</li> <li>• Experience of supporting staff</li> <li>• Effective liaison with Governors and a good understanding of their role</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Demonstrate a good level and understanding of ICT</li> <li>• Knowledge of how to deal with safeguarding issues in school</li> <li>• Awareness of current developments in education and the implications of these.</li> <li>• Understand how to plan appropriate interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and experience of current good practice and development in special education provision</li> <li>• Knowledge of successful practice in</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>

Criteria	Essential	Desirable	Evidence
	<ul style="list-style-type: none"> <li>• Behaviour management techniques for groups and individuals</li> <li>• Know how to develop effective rapport with students, this being based on high expectations and establishing a purposeful learning environment</li> </ul>	<p>teaching hard to reach students</p> <ul style="list-style-type: none"> <li>• Knowledge of how to promote independence for young people with complex needs</li> <li>• Behaviour Management training</li> <li>• Mental Health training</li> <li>• Knowledge and experience of supporting different aspects of SEND, including ASD, ADHD, SLCN</li> <li>• Knowledge of OFSTED Framework</li> </ul>	
<b>Shaping the Future /Philosophy</b>	<ul style="list-style-type: none"> <li>• Demonstrate and communicate clear ideas to promote the schools' vision and ethos</li> <li>• Expectation of high achievement of all students</li> <li>• Evidence of understanding and commitment to equality of opportunity</li> <li>• Respect for students' individual difference</li> <li>• Commitment to parental partnership in education and developing links between school, home and the community</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>

Criteria	Essential	Desirable	Evidence
<b>Developing Self and Working with Others</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal skills</li> <li>• Commitment to one's own continuing professional development</li> <li>• Ability to work as part of a team</li> <li>• Ability to make and take decisions and set priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of delivering staff training for staff, Governors and Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>

Criteria	Essential	Desirable	Evidence
	<ul style="list-style-type: none"> <li>• Able to gain and maintain the confidence and respect of colleagues, students, parents and multi professionals</li> <li>• An ability to work in partnership with those agencies that work with the school.</li> <li>• Have energy and perseverance</li> <li>• Be confident and enthusiastic</li> <li>• Be reliable and have integrity</li> </ul>		
<b>Securing Accountability</b>	<ul style="list-style-type: none"> <li>• Able to delegate responsibility with accountability for area of responsibility</li> <li>• Communicate with staff teams effectively</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>
<b>Strengthening Community</b>	<ul style="list-style-type: none"> <li>• An ability to establish and maintain positive partnerships with parents, students and communities</li> <li>• Awareness of the need to develop a school culture responsive to the nature of the school's communities</li> </ul>	<ul style="list-style-type: none"> <li>• Work in the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>• Positive recommendation from present employer</li> <li>• Good attendance record</li> </ul>		<ul style="list-style-type: none"> <li>• Letter</li> <li>• References</li> </ul>

**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.**



## Colleague Benefits and Support

At the YES Trust, we believe our aims and vision for our students and their families are best achieved through supported, valued team members. We offer the following benefits to all Trust employees from their first day with us:

- Access and support with training and CPD
- Specialist training where required
- Free lunch at school
- Free parking
- Nursery benefits
- Car purchase salary sacrifice scheme
- Education Mutual – access to free face to face counselling, physiotherapy, nurse help-line, prescription service whenever you need it
- Perkbox
  - A huge range of discounts, free gifts, perks including shopping, eating out, holidays
  - The Wellness Hub – access to a variety of practical and useful resources
  - Medical – on-line GP appointments, prescriptions and advice at a time convenient to you



## **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 promoting the welfare of 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 different 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, gender, 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 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\*verification of the candidate's identity a satisfactory DBS check
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS status

- the production of evidence of the right to work in the UK
- 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 will keep and maintain 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 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.