



Kite Academy Trust

Early Career Teacher

Applicant Pack

Early Career Teachers

Required for September 2025

Full time / Permanent

Salary: MPS 1-2 (£33,075 - £34,974FTE)

The Kite Academy Trust are looking to appoint talented early career teachers across all phases to join our exceptional team from September 2025!

This is a fantastic era for our forward thinking, people and pupil centred Trust and we are proud to offer many unique and unrivalled benefits to our pupils and people. As an ECT joining The Kite in September 2025, you can expect to join a Trust team who will place your workload, professional development and personal wellbeing at the centre of all that we do.

Principle responsibilities:

The teacher will undertake all duties required of a qualified teacher identified in the School Teacher's Pay and Conditions Document and will undertake teaching in a designated area of the academy.

We are looking for:

People who have the potential to be an excellent Teacher;
People who are polite, positive & friendly.

In return we will offer you:

- The possibility of a paid induction in July 2025;
- an excellent and unrivalled ECT programme and CPD package;
- a Trust where 'Teachers benefit from excellent professional development... Staff are proud, happy and well-supported. (Ofsted, March 2024) ... 'staff speak highly of leaders, governors and trustees. Teachers enjoy impressive training opportunities. They work with schools across the trust to share expertise and develop their skills. This helps their workload and wellbeing' (Ofsted, November 2023);
- an incredible range of employee benefits (including access to Perkbox);
- employee Assistance Programme;
- workplace pension through TPS;
- professional learning beyond your ECT training (including funded masters and nationally accredited leadership qualifications);
- genuine opportunities for career progression;
- a curriculum which colleagues shape for the future;
- approaches which are evidence and research informed;
- an extremely friendly and supportive colleague team.

Closing date for applications is Friday 7th February 2025 at 9am

Interviews will take place on the 12th, 13th and 14th February 2025

Visits to any of our academies are warmly encouraged. If you would like to arrange a tour of a school or for an application pack, please contact Gemma Golland on 01252 984930 Option 2 or email recruitment@kite.academy

The Kite Academy Trust believes that its workforce should reflect the local community and that all groups within the community should have equal access to the Trust's employment opportunities. We are an equal opportunities employer and welcome applications from all suitably qualified persons regardless of their race, sex, disability, religion/belief, sexual orientation or age. The Kite Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The post is subject to an Enhanced DBS check, satisfactory references and social media check.

Early Career Teachers

Person Specification

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding of safeguarding meet the requirements of the person specification.

Qualifications and Experience

Candidates should have:

- Qualified Teacher Status (QTS);
- qualifications equivalent to a degree level;
- experience across the appropriate age range(s);
- evidence of collaborative working with colleagues, parents, Governors and local stakeholders.

Personal Qualities

Candidates should:

- Demonstrate a passion for teaching and learning;
- be caring and empathetic towards pupils, able to be firm, fair and consistent;
- be a teacher who has a flexible approach to work who enjoys being a good team member (enthusiastic, dynamic and resilient);
- be calm under pressure and willing to be flexible if necessary;
- have good communication skills both orally and in writing, with a wide variety of stakeholders;
- have good organisational skills and be able to manage own work load and time effectively;
- have good interpersonal skills, with the ability to enthuse & motivate others & develop effective partnerships;
- have a good sense of humour;
- show willingness to share expertise, skills and knowledge and ability to encourage others to follow suit;
- be proactive and positive about challenge, change and opportunities;
- be Committed to equal opportunities in all aspects of the role and around the work place in line with policy;
- show willingness to be involved in all activities that support the Academy;
- maintain personal commitment to professional development linked to competencies necessary for this post.

Skills

Candidates should be able to:

- Support and embed the Kite mission, vision and values across the Trust, securing commitment to them from others;
- have the ability to motivate, manage and inspire pupils, striving for excellence;
- demonstrate Sound ICT knowledge and skills, able to demonstrate the effective use of ICT to enhance learning and teaching;
- plan lessons for all the pupils in a class, setting clear learning intentions and differentiated tasks;
- keep records of pupil progress in line with policy;
- use assessments of pupils learning to inform future planning;
- plan and work collaboratively with colleagues;
- commit to high standards and continuous improvement, promoting the Academy within the community.

Professional Knowledge & Understanding

Candidates should:

- Have an understanding of national policy, curriculum and assessment developments and the statutory and legal framework within which a school operates, including the Ofsted Inspection Framework;
- have an understanding of curriculum and pedagogical issues relating to learning and teaching;
- Have secure knowledge of what constitutes highly effective teaching and its impact on the outcomes of all pupils;
- have an understanding of and commitment to the Trust's policies;
- maintain high standards of pupil behaviour and attitudes to learning;
- be committed to own professional development; reflective and prepared to act positively to feedback;
- have knowledge of legislation regarding safeguarding and the SEN code of practice;
- have Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with EAL and SEN;
- have an understanding of effective financial management, including managing a balanced budget whilst achieving excellent outcomes;
- demonstrate a commitment to the continuing professional development of all staff;
- be familiar with writing and delivering effective Individual Education Plans for pupils with SEN.

Safeguarding

Candidates should have:

- Knowledge of national and local safeguarding guidance;
- experience of safeguarding and promoting the welfare of children and young people;
- a commitment to work with relevant agencies to protect children and young people;
- knowledge of best practice and procedures in school for safeguarding children and young people.

Early Career Teachers Job Description

Reporting to: Head Teacher/Executive Head

Main purpose of the role:

To take responsibility for a class of children to promote effective teaching and learning and instil in each child a love of learning for life that enables them to achieve beyond what they thought possible.

- To promote the highest standards of education in a caring and supportive environment where children feel safe, secure and ready to learn;
- to take responsibility for an area of the curriculum and co-ordinate the work of colleagues and policy in order to promote effective teaching and learning for pupils;
- to be responsible for the education and welfare of a class of pupils in accordance with the requirements of Conditions of Employment of School Teachers, having regard to the requirements of the Primary Curriculum and Foundation Stage Curriculum, the Academy's aims, objectives, development plan, programmes of work, and policies of the Academy Trust;
- to share in the corporate responsibility for the well-being and discipline of all pupils;
- to be responsible for own safety and the safety of those affected by your work, in accordance with the Health and Safety at Work Act, Management of Health and Safety Regulations.

Through strong modelling of the Academy's values, our teachers:

Set high expectations which inspire, motivate and challenge pupils

- Create a safe and stimulating learning environment;
- ensure stretch and challenge for pupils of all backgrounds and abilities;
- consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils;
- have confidence to creatively solve the variety of challenges teachers face.

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes;
- plan teaching to build on pupils' capabilities and prior knowledge, addressing misunderstandings;
- enable pupils to reflect on their learning and progress towards targets, encouraging them to take a responsible and conscientious attitude to their own learning;
- through classroom practise, demonstrate an understanding of how pupils learn;
- use a variety of teaching methods, planned adult intervention, first-hand experience and play and talk as vehicles for learning;
- use effective questioning and listen carefully to pupils, addressing misconceptions.

Demonstrate good subject and curriculum knowledge

- Show a secure knowledge of the Primary National Curriculum and ensure a working knowledge of any developments;
- ensure that teaching is interesting and engaging;
- promote high standards of literacy and demonstrate a clear understanding of systematic synthetic phonics;
- demonstrate a clear understanding of appropriate teaching strategies in maths.

Plan and teach well-structured lessons

- Ensure lessons are well-structured and promote a love of learning;
- ensure that time is used effectively and resources are organised and readily available to promote a purposeful environment for teaching and learning to take place;
- set and give effective feedback on homework and support parents in its implementation;
- plan and participate in other out-of-class activities (off-site trips, residential visits) to enrich children's knowledge and understanding;
- reflect upon own teaching critically to improve effectiveness;
- contribute to the design of an engaging whole Academy curriculum through leading (either individually or as a team member) a subject area/areas (not NQTs), developing plans which identify clear targets and success criteria;
- contribute to whole Academy priorities for development

Adapt teaching to respond to the strengths and needs of all pupils

- Ensure effective differentiation;
- adapt teaching to address the range of learning needs and styles of children;
- ensure teaching is adapted to engage and support children at different stages of development and with varying needs including those of high ability; those with English as an additional language and those with disabilities; take appropriate account of ethnic and cultural diversity to enrich the curriculum and raise achievement;
- plan effectively to meet the needs of pupils with Special Educational Needs and Disabilities and, in collaboration with the SENCo, make an appropriate contribution to the preparation, implementation, monitoring and review of SEND support arrangements.

Make accurate and productive use of assessment

- Know and understand how to assess pupils including statutory assessment requirements;
- make use of formative and summative assessment to ensure progress; use data to monitor this, setting targets, and planning lessons to help meet these;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines and high expectations for behaviour in classrooms;
- promote good and considerate behaviour both in classrooms and around the Academy, in line with the Academy's behaviour policy;
- maintain an expectation of positive learning behaviour through development of independence, concentration, perseverance and attentive listening;
- involve and motivate children by using a range of approaches to effectively manage classes appropriate to children's needs;
- maintain excellent relationships with children.

Fulfil wider professional responsibilities

Make a positive contribution to the wider life and ethos of the Academy through supporting initiatives, extra-curricular and charitable events that enrich pupils' life experiences and build relationships with parents and the community;

- draw on advice and specialist support when needed;
- work effectively with support staff;
- work as a member of a team, planning co-operatively, sharing information, ideas and expertise, developing effective professional relationships with colleagues;
- be proactive in improving teaching through appropriate CPD;
- respond to advice and feedback from colleagues;
- liaise effectively with pupils' parents/carers through informative oral and written reports on progress and achievements, discussing appropriate targets and encouraging them to support their children's learning, behaviour and progress;
- demonstrate professional duties and responsibilities in line with Part II of Teachers' Standards. Undertake reasonable roles and responsibilities as requested by the Head Teacher to meet the needs of the children in the Academy.

Additional Information: *This job description only contains the main duties relating to this post and does not describe in detail the tasks required to carry them out. It may be amended from time to time in consultation with the post holder concerned and duties may vary from time to time without changing the character or general level of responsibility.*