



CANDIDATE INFORMATION BROCHURE



To inspire young people to make their best better



Welcome from the Principal

Inspiring a culture of limitless learning and endless possibilities.

Welcome to Hamford Primary Academy and thank you for your interest in our school. We are a slightly larger than average sized primary school, educating around 300 children from Reception through to Year 6, located between the coastal towns of Walton-on-the Naze and Frinton-on-Sea.

The children have positive attitudes to school and enjoy their lessons. They are proud of their school and appreciate the opportunities they are provided with, especially regarding 'finding their element or spark'. They strive to develop the six Hamford characteristics of *be responsible, be curious, be resilient, have integrity, be compassionate and be reflective* and uphold the 3 values of *happy, helpful and honest* in order to be successful and happy citizens of the 21st century. Collaborative learning structures, based on Kagan principles, are key strategies used by teachers to develop children's learning power, growth mindsets and Assessment for Learning. In addition, teaching and learning strategies implemented in the school are informed by evidence based research so that the focus is on those that are proven to make a positive impact on children's progress and outcomes.

Our staff expect to be challenged in order to exceed their potential through effective professional development based on self-reflection, self-directed learning and active research. The learning community is grounded in our core framework (vision, mission, values and colleague pledges).

Our core framework

Our **vision** is to *inspire a culture of limitless learning and endless possibilities.*

Our **mission** is to *provide opportunities to challenge and be challenged.*

Our **values** are *happy* because we are excited to learn, eager to explore and keen to meet a challenge; *helpful* because we encourage and support each other, welcome everyone and are a kind, caring community; *honest* because we tell the truth, play by the rules and be ourselves.

Our **colleague pledges** are:

- Always child centered
- Always approachable
- Always look for solutions
- Always compassionate

Features of Hamford Primary Academy

The Academy ensures that pupils get the very best opportunities to achieve the highest possible outcomes and that high quality learning is at the heart of everything we do. Our curriculum is built on developing the four pillars of:

- Academic skills
- Learning power and growth mindsets
- Vocational opportunities: finding and developing children's element or 'spark'
- Philosophy for Children

The curriculum is developed through cross-curricular imaginative learning projects including books, films, historical events, places and others that inspire the children to extend their learning beyond the academy day. These varieties of vehicles for learning give children many opportunities to practise and develop specific skills across a range of subjects. In addition, children are encouraged to work on and develop their own 'spark' both during curriculum time and enrichment activities, whilst simultaneously building their learning power and a growth mindset. As a result of digital communication and regular invites into the academy, parents are fully engaged with their children's learning.

Policies related to Teaching and Learning provide 'guiding principles' so that teachers and phases can develop strategies and systems that are most effective for the children in their care, as opposed to using a one-size fits all approach. This enables teachers to develop their own practice and leadership.

Leaders are developed through external professional development programmes run by Olevi and the National College, as well as being expected to reflect on their impact through the use of 360°analyses and self-awareness personality profiling.

Please use the [Contact Us](#) section of the website to arrange a visit. Thank you for your interest in our school and we look forward to welcoming you in the future.

Ryan Kendall,

Principal

Job description

TITLE:	Inclusion Leader
SALARY:	MPR +SEN
START DATE:	January 2018 or sooner
CONTRACT:	Full time, permanent position, subject to an enhanced DBS check

General	<ul style="list-style-type: none"> • Provide strategic leadership and vision for inclusion and SEND across the academy; monitoring its positive impact on the progress and personal development of children with SEND. • Lead and manage SEND in accordance with the published SEND policy and updated 2015 SEN Code of Practice: 0 – 25 years, modifying practice in accordance with updates received. • Lead on achievement, progress and outcomes for children with SEND. • Lead on all areas of safeguarding as the designated safeguarding and child protection officer. • Lead on raising attendance across the academy. • Work closely with the Principal and other SLT members in embedding the academy's ethos for teaching and learning and driving high standards and expectations. • Carry out the duties of a teacher, being held directly responsible for the educational progress and pastoral welfare of children (where applicable) • Adopt and implement appropriate educational provision for children in accordance with the academy's agreed policies, procedures and practices. • Have high expectations of every child whatever their background or starting point. • Adhere to and promote the academy's core framework. • Support the Principal in fostering a strong sense of school community and ethos among both staff and children. • Promote consistent implementation of behaviour policy and system of rewards and sanctions, characterised by positive behaviour management strategies and restorative justice processes. • Help develop a culture and ethos that is utterly committed to achievement. • Support and work in collaboration with colleagues and other professionals in and beyond the academy. • Be active in issues of child welfare and support. • Act as a positive role model to staff and children.
Teaching and Learning	<ul style="list-style-type: none"> • Monitor and support children's progress, developing strategies to raise standards of pupil attainment and achievement for specific cohorts and subgroups of children with SEND; being accountable for overall standards and improving results measured against national benchmarks. • Inspire and motivate children in order to raise achievement and ensure success for all.

	<ul style="list-style-type: none"> • Plan, prepare and teach lessons where all children are challenged in accordance with the curriculum of Hamford Primary Academy. • Set high expectations of children's learning attitudes and behaviour. • Use a variety of teaching strategies to ensure high levels of engagement and motivation for all children. • Establish a safe and supportive learning environment where children are encouraged to develop a growth mind-set and build their learning power. • Create a stimulating learning environment where displays and resources are used to help children learn effectively.
Leadership and management	<ul style="list-style-type: none"> • Lead the strategic improvement planning and quality assurance systems for SEND across the academy. • Be responsible for the day-to-day management, control and operation of SEND provision, including effective deployment of staff and physical resources in the Inclusion Centre and across the academy. • Advise the leadership team on the strategic development of SEND policy and provision in the academy and ensure the availability of relevant information on all aspects of SEND provision, including good practice. • Provide clear leadership in order to ensure the highest quality of teaching and learning and curriculum for children with SEND, generating, communicating and monitoring practical strategies clearly linked to the strategic plans for SEND, including the provision of relevant training to various groups within the academy. • Lead and manage staff and resources in the Autism Support Centre, Inclusion Centre and across the academy in areas related to the provision of children with SEND, ensuring that policies and procedures are adhered to. • Be responsible for specialist teaching staff and designated learning support assistants, liaising with all relevant staff across the academy. • Contribute to the development, implementation and reviewing of the Academy Improvement Strategy (AIS). • Contribute to the development, implementation and review of the academy's policies, practices and procedures in such a way as to support the academy's core framework. • Line manager staff as directed by the Principal and carryout performance reviews that set staff challenge objectives linked to the AIS and their own professional development.
Monitoring assessment and student progress	<ul style="list-style-type: none"> • Monitor and maintain clear records, including attendance, the SEND register, ensuring that the names and needs of children are communicated to staff and that information can be utilised in order that it will impact on 'classroom' practice. • Ensure that the progress of children with SEND is monitored through a variety of means including observation, work sampling and detailed analysis of progress information, leading to prompt

	<p>interventions. Information/data must be scrutinised by the SENDCo in terms of category and sub group to precisely target required adjustments of provision.</p> <ul style="list-style-type: none"> • Implement clear diagnostic arrangements for children, including a clear procedure for identifying and testing pupils. • Employ effective Assessment for Learning strategies to promote excellent progress for all children. • Report on children with SEND's attainment, development and learning attitude. • Support class teachers with identifying children with additional learning needs and providing appropriate provision. • Evaluate the effectiveness of one's own teaching and children's learning in order to make any changes as appropriate.
Other professional requirements	<ul style="list-style-type: none"> • Ensure the highest standards of communication of all types, including the appropriate sharing of policies and reports on the academy's website, liaising with external agencies, interaction with parents by whatever means in addition to the complexities of communicating with children with SEND. • Develop partnerships with other educational establishments, external agencies and the wider community in order to ensure statutory compliance and excellent provision for children with SEND. • Work with others on curriculum and/or child development to secure co-ordinated outcomes. • Promote the safety and well-being of children and to have shared responsibility for their safeguarding and welfare. • Establish and maintain a constructive working relationship with colleagues. • Participate in arrangements for the appraisal and review of their own performance. • Participate in arrangements for their own further training and professional development. • Adhere to all policies and procedures set out by the academy. • Show a willingness to support opportunities that promote the enrichment of the whole academy curriculum, extra-curricular activities, field trip visits and liaison with other year groups and parents. • Be committed to the development and communication of the long term vision of the academy. • Undertake other various responsibilities as directed by the Principal. • Be committed to equality of opportunity and the safeguarding and welfare of all children.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal.
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Post holder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person specification	
Qualifications	21 st century skills
<ul style="list-style-type: none">• Qualified Teacher Status (QTS)• Qualified to at least degree level in a relevant subject• Qualified to teach and work in the UK• National Award for Special Educational Needs Co-ordination• National professional qualifications in middle or senior leadership would be desirable	<ul style="list-style-type: none">• Share the vision for teaching and learning of Hamford Primary Academy• Strong interpersonal, written and oral communication skills• Role model the Hamford characteristics of <i>be responsible, be curious, be resilient, have integrity, be compassionate and be reflective</i>• Develop a growth mindset attitude to learning new skills and improving one's practice• ICT literate
Knowledge	Professional practice
<ul style="list-style-type: none">• An excellent understanding of effective teaching strategies, especially for children with a range of SEND• A knowledge of effective AfL strategies and techniques• Excellent understanding of the primary phases, including Early Years	<ul style="list-style-type: none">• High standards in everything, including acting as a role model to staff and children• A passion for teaching and learning• Excellent communication and organisational skills• Ability to reflect critically on own and

<p>Foundation Stage, Key Stage 1 and 2, including how they are assessed nationally</p> <ul style="list-style-type: none"> • Understanding of what outstanding teaching practice looks like and how to diagnose and implement effective strategies to raise learning standards • Local and national policies, priorities and statutory frameworks for SEND • Strategies for raising standards of attainment for children with SEND • Outside agency support for SEND learners and how to access this • Changes in legislation pertinent to SEND • Knowledge of how to use the Essex Provision Guidance to support provision of pupils with SEND would be desirable 	<p>colleagues' practice</p> <ul style="list-style-type: none"> • Lead and take responsibility for self continual professional development • Willingness to lead and/or support enrichment activities • Clear understanding of the strategies to establish consistently high standards of behaviour and commitment to relentlessly instilling these strategies • Use of data to inform and diagnose weaknesses that need addressing • Skillfully manage and maintain effective working relationships with parents/carers and other stakeholders
Leadership and Management	Teaching and Learning
<ul style="list-style-type: none"> • Understands their own contribution to the academy as a whole • Apply leadership and management styles that encourage participation, innovation and confidence • Strong organisational skills and ability to delegate • Resilience and motivation to lead the academy through day-to-day challenges • Strong interpersonal, written and oral communication skills • Genuine passion and a belief in the potential of every child • Motivation to continually improve standards and achieve excellence • Commitment to the safeguarding and welfare of all children 	<ul style="list-style-type: none"> • Excellent classroom practitioner • Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward • Excellent communication, planning and organisational skills • Demonstrates resilience, motivation and commitment to driving up standards of achievement • Acts as a role model to staff and children • Commitment to regular and ongoing professional development and training to establish outstanding classroom practice.
Experience	
<ul style="list-style-type: none"> • Experience of raising attainment of all children in a challenging classroom environment • Experience of leading teaching and learning of children with SEND and improving the practice of others • Experience of re-motivating disengaged learners in school, and improving performance, especially vulnerable children and those with social, emotional and mental health (SEMH) needs • Experience of improving standards within a school • Experience of having significantly contributed to the success of a school through its middle leadership, ethos and teaching and learning • Experience of having contributed to policy formulation, implementation, 	

evaluation and review, with specific reference to achievement and outcomes

- Experience of having led and managed a team of people, and challenged underperformance in others
- Experience of having worked to support the significant success of others
- Planning and delivering excellent lessons in EYFS, Key Stage 1 and/or Key Stage 2
- Planning of engaging and inspiring cross-curricular learning opportunities
- Supporting children of all abilities and varying learning needs
- Using exemplary positive behaviour management strategies

How to apply

Application forms are available online. Your completed application form should be submitted electronically.

Prospective candidates are very welcome to visit or have an informal discussion about this role. Please email Peter Hamblin at phamblin@hamfordprimaryacademy.org or contact by phone on 01255 673415.

Closing date: Friday 29 September 2017.

Interview date: Thursday 12 October 2017.

Hamford Primary Academy

The Area: The Tendring Peninsula is a pleasant rural part of North East Essex on the Suffolk border, next to the sea and close to Constable Country. Colchester and Ipswich are close at hand, for shopping and cultural centres; the University of Essex is nearby. There are good leisure and sporting facilities locally; housing is varied and, for East Anglia, excellent value for money.

The Academy: Hamford Primary Academy opened on the 1 April 2012. In April 1969, Hamford Primary School was opened, to serve the areas of Frinton-on-Sea and Walton-on-the-Naze. The school is situated in pleasant surroundings and has a large playing field and outdoor learning spaces. The accommodation consists of eight individual classrooms in the two-storey building. There are also two modern outside classrooms adjacent to the school playground. There is a large assembly hall, kitchen, library, music room and a new Autism Support Centre opening in September 2017

The Governors of Hamford Primary School were enthusiastic to become part of Academies Enterprise Trust to:

- improve academic performance;
- increase the pace of curriculum development;
- increase opportunities for staff development;
- increase co-operation with Tendring Technology College, an AET Academy.

We believe the years at Hamford Primary Academy are some of the most important and formative for our pupils. They should be happy, exciting and fulfilling. We aim to provide an environment in which all children will develop independent, caring and confident personalities, aware of their own abilities and talents. We aim to deliver the most effective ways in which to develop these. The cultural life of the school is also encouraged.

Hamford Primary Academy has:

- 302 happy, willing-to-learn, well-behaved children on roll;
- a wide range of over 30 extra curricular activities;
- a very united staff dedicated to school development, particularly since becoming an academy;
- a fully supportive governing body;
- very supportive parents;
- an active Parent Staff Association. Money raised goes directly towards providing equipment for the children.
- well resourced IT;
- strong financial management. The budget is closely monitored.
- close liaison with Tendring Technology College as part of the Tendring Teaching School Alliance, as well as collaboration within AET across the primary and secondary phases.

Staff profiles

Sarah Powell, Early Years and Key Stage 1 Teacher

During my teacher training, I spent a term's placement at Hamford Primary Academy and it became very obvious to me that my own vision for teaching and learning matched, and could be enhanced by, the vision of the school. Much of what I did during my NQT year (at another school) was influenced by my time at Hamford and the observations of teaching and discussions I had with staff and children there. I was very excited to hear of a teaching vacancy at the school and knew that I could not miss the opportunity to apply. Already being familiar with the school, I was pulled by the numerous opportunities for professional development, an environment where reflective practise is so valued and where children are continually given opportunities to recognise and realise their potential - both academically and through access to different vocational opportunities. I also knew that the team I could be working within would be supportive, challenging and skilfully led.

My hopes for working here have been fully realised since joining Hamford in September 2016 and I welcome the endless possibilities to challenge and be challenged. I look forward to progressing further in my career at Hamford.

Simon English, Upper Key Stage 2 Phase Leader

I joined Hamford at Easter in 2016 after taking a tour around the school for my daughter who was due to start in September 2016. What struck me straight away was the passion for learning and the positive attitude the children have for their own education. The teachers, using Kagan structures, are dedicated facilitators of teaching and learning. I knew within the first five minutes that it was an innovative place, in educational terms - breaking the mould of educational norms - and I had to be part of it. Since joining, I have embraced the characteristics, values and pledges and continue to help steer Hamford towards one of the best schools in the area, county and eventually, the country. Hamford is a unique place; valuing the vocational learning just as much as the academic which gives all children, from whatever background, a chance to succeed.






Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 66 schools (Primary, Secondary and Special) across England.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.



Secondary 
Primary 
Special 

Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have to access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



Google Education

Google Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

Google in Education



A New and Open World for Learning

Staff Benefits

Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- JTRS Apple Product Store–Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – The Group has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.



Academies Enterprise Trust, Safe Recruitment Procedure

Academies Enterprise 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.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be shortlisted.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. 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.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

Equal Opportunities

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.