PINNER
HIGH SCHOOL



SUBJECT TEACHER

CANDIDATE INFORMATION PACK

Inspiring Learning

Beaulieu Drive, Pinner, HA5 1NB
www.pinnerhighschool.org

Dear Applicant,

I could not be more excited about Pinner High School, present and future. I have the best job in education: leading a new project with supportive local schools committed to sharing their expertise; an aspirational and involved community; a fabulous site, part way through a major refurbishment. The future is exceptionally bright.

I am now looking for more exceptional colleagues who can join me on this journey. Our opening year was a great success, with very positive inspections from the Department for Education, the Harrow Academies Trust and independent consultants 'B11' noting that we 'have the model for an Outstanding school'. We were delighted to be featured in the Parliamentary Review 2017, showcasing best practice in education nationwide. At the end of our first year, parents, students and staff all rated us as 'Outstanding' in all categories. More important than all of that, we have happy students who are keen to learn, who have settled well into a busy and active secondary school life.

Whilst our opening year and a half has been extremely successful, new colleagues will need to lift us to new heights. As we grow from 300 to 1,162 students and complete our refurbishment programme you will ensure our students continue to make exceptional levels of progress and receive first class pastoral care, with access to the highest quality enrichment activities: everything that is involved on our school motto 'Inspiring Learning' that makes our school an excellent, inclusive one for the whole community.

Whilst setting up Pinner High School is immensely rewarding, establishing a new school is certainly challenging. Before opening I created a uniform, met with our local Councillors and Member of Parliament, selected the type of flush mechanism for the toilets, and developed expertise in drainage solutions for DT classrooms. Now open, the school feels more familiar, but a role at Pinner High School is a varied one that will expand your professional horizons. Our first group of students are our trailblazers, and new colleagues will need the same pioneering mindset.

I am well aware that no matter how strong the foundations, an organisation is only as good as its people. The Pinner High School that we build together is one where colleagues are valued for the contributions they make to the lives of the young people we serve, and are recognised for the opportunities they provide for our students. Over 600 people have applied to work at the school since it was proposed, and I have exceptionally talented and hardworking colleagues. We achieved the Investors in People Health and Wellbeing Award in our first year of opening, and new members of staff will share a commitment to a healthy work-life balance.

If Pinner High School sounds like it is right for you, complete the application form in full and submit a personal statement, of no more than two sides of A4. In your personal statement explain why you want to work with us and why you are the best person for the role. Applications must be emailed to careers@pinnerhighschool.org. Please include your name and the post you are applying for in the subject line of the email and in the file name with which you save your application.

I look forward to hearing from you.



Chris Woolf, Headteacher

Subject Teacher

Reports to:	Relevant Head of Department
Start date:	1st September 2018
Salary:	M1-Upper Pay Scale
Hours:	Full Time/Part Time
Leave:	As set out in STPCD and/or Burgundy Book

We encourage you to read our website carefully and familiarise yourself with our prospectus, this candidate information pack and the application form for the post.

Pinner High School opened in September 2016 with 150 Year 7 students. We will admit 180 Year 7 students each year; so having 900 Year 7 – Year 11 students in 2020/21. Its onsite sixth form, for up to 250 students, will admit its first Year 12 students in 2021/22. Pinner High will have its full complement of year groups in 2022/23. There will be 12 additional places for students with Autistic Spectrum Disorder. (So the total roll will be 1,162 if all year groups and the ASD places are full). Pinner High School is located on Beaulieu Drive, HA5 1NB. The site is adjacent to the site of Cannon Lane Primary School, which is currently expanding from 3 forms of entry to 4.

Pinner High School is part of The Harrow Academies Trust, a multi-academy trust established by the seven secular high school academies within Harrow. These high schools, together with Whitmore High School (which is a community school maintained by Harrow Council), have a strong track record of collaboration, including establishing Sixth Forms, the age-of-transfer that saw Year 7 join high school (instead of middle school), academy conversion in 2011, and establishing The Jubilee Academy (an alternative provision free school) in 2013.

The Harrow Academies Trust also includes Harrow View Primary School, which is a primary school that will be constructed as part of the major housing / regeneration project in Harrow on the site of the current Kodak site.

The following job description is not necessarily exhaustive; it will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the post holder.

While this post is expected to be based predominantly at Pinner High School it may involve work with, and at all schools within, the Trust as the Trust develops.

INDRODUCTION

At the heart of a successful school is the provision of high quality teaching and learning, the effective use of resources, improving standards of achievement for all pupils and the promotion of pupils' personal development and well-being. All colleagues play a key part in this provision by a commitment to the school's ethos, by working effectively in administrative teams for the benefit of our students. In this way, s/he assists the school in reaching its targets and objectives.

JOB DESCRIPTION:

CORE PURPOSE

To teach pupils across the full age and ability range present in the school in order to ensure the highest possible standards of pupil achievement, personal development and well-being, and bring life to the school motto of 'Inspiring Learning'.

KEY RESPONSIBILITIES

Learning and Teaching:

- To be committed to and to promote the school's vision, aims, objectives and values.
- To effectively teach National and School Curricula within the school's Teaching and Learning Policy.
- To engage teaching methods which bring life to the motto 'Inspiring Learning'.
- To provide a calm, friendly, and disciplined teaching environment with positive relationships.
- To provide a stimulating learning environment of high expectation and constant challenge.
- To plan interesting and creative lessons and activities to meet the individual needs of all students.
- To consistently integrate AFL strategies across all platforms.
- To set appropriate homework in line with school policy.
- To make effective and efficient use of Teaching Assistants and class resources to drive the individual learning experience.
- To know and support the personal development of each student with a firm understanding of complex learning needs and the importance of raising achievement among pupils.
- To make effective and efficient use of data systems and SIMS to record pupil progress, behaviour and attainment.
- To mark work, assess, record, track and report pupil progress, using available data.
- To consistently and effectively monitor the progress of students and give clear and constructive written and oral feedback working in partnership with parents.
- To set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and positive, productive relationships.
- To promote the school policy on behaviour management using praise, sanctions and rewards.
- To be responsible for promoting and safeguarding the welfare of all students.
- To prioritise student wellbeing working collaboratively with all stakeholders.
- To be a role model consistently demonstrating the school values.
- To enthusiastically participate in the enrichment opportunities of the 'Heads Challenge' programme.
- Develop effective links with the local community in order to extend subject activities, enhance teaching and develop the students' wider understanding.

Developing self and working with others:

- To work collaboratively with peers to communicate, share best practice with and debate in the best interests of both staff and students.
- To work collaboratively with Inclusion and support teams to further pupil attainment and support.
- To work collaboratively with parents/guardians to involve them in their child's learning as well as providing information about curriculum, attainment, progress and targets.
- To contribute and develop schemes of work, resources, teaching and learning strategies.

- To contribute to the development of a range of assessment activities to track student progress.
- To contribute to team review, monitoring and evaluation and the development of working practices.
- To participate, as required, in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- To participate in working groups and ad hoc projects as required.
- To participate in other professional development activities, seek and attend relevant training.

Other Duties and Responsibilities:

- To be a member of a pastoral team and, if required, a form tutor, carrying out the associated responsibilities.
- To undertake any other duty as specified by the School Teachers' Pay and conditions Document not mentioned in the above.
- To comply with any reasonable request from a leader/manager to undertake work of a similar level that is not specified in the job description.
- To have due regard for issues of Health and Safety relating to staff, students and visitors.
- To attend meetings, open evenings and school events as necessary.
- To set a good example in terms of dress, punctuality and attendance.

NOTES

The job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to meet changing regulations or circumstances. These would be commensurate with the grade and title of the post.

All postholders are expected to be aware of and comply with policies and procedures relating to health and safety and security, confidentiality and data protection, reporting all concerns to the Headteacher and/or Line Manager as appropriate; ensure compliance with your responsibilities as laid out in the Pinner High School Equal Opportunity Policy and take an active role in promoting equality and diversity; promote the school's policy on behaviour and punctuality for learning, and a commitment to providing a caring and stimulating environment and improving standards for all pupils within the school.

The postholder may be asked by the Board of Trustees, Local Governing Body or Headteacher to undertake other duties that are reasonably regarded as falling within the duties and responsibilities of the post.

All staff employed by the Trust are required to be fully aware of and understand the duties and responsibilities arising from the Children's Act and associated Government guidance in relation to child protection and safeguarding young people.

All staff employed by the Trust are required to reflect and model the ethos and values of the Trust. All staff employed by the Trust are required to respect the confidentiality of information relating to students, their families, and staff.

Pinner High School and Harrow Academies Trust are committed to safeguarding and promoting the welfare of students. Successful applicants will be required to undergo an enhanced Disclosure and Barring Service (DBS) check.

PERSON SPECIFICATION

Education, Qualifications and Training	Essential	How Identified
Good honours degree in relevant subject	Yes	Application
Qualified Teacher status	Yes	Application
Experience	**Essential**	**How Identified**
Evidence of teaching at KS3, KS4 across the ability range	Yes	Application Interview
Evidence of a solid understanding of curriculum developments in the specific subject area	Yes	Application Interview
Experience of using data to monitor and raise achievement	Yes	Application Interview
Experience of consistent use of AFL techniques	Yes	Application Interview
Knowledge, Skills and Abilities	**Essential**	**How Identified**
Skill and expertise in the effective use of data and the analysis of data	Yes	Application Interview
Ability to use ICT to enhance learning; strong ICT competence	Yes	Application Interview
Ability to personalise learning	Yes	Reference Interview
Ability to inspire and enthuse students across all abilities	Yes	Reference Interview
Ability to engage constructively with, and relate to, a wide range of young people from different backgrounds	Yes	Application Reference Interview
Ability to meet deadlines with advanced organisational skills	Yes	Application Interview
Demonstrates great communication & interpersonal skills	Yes	Reference Interview
Demonstrates professional conduct and personal integrity	Yes	Reference Interview

Demonstrates an ability to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a calm personality, a practical approach and sound judgement	Yes	Reference Interview
Ability to be a good role model to young people – demonstrate and promote positive values, attitudes and behaviour	Yes	Reference Interview
Demonstrates positive behaviour management skills and an ability to maintain a non-confrontational approach	Yes	Reference Interview
Other Requirements	**Essential**	**How Identified**
Enthusiasm, energy and commitment	Yes	Reference Interview
High expectations of all young people, respect for their social, cultural, religious & ethnic background, and a commitment to raising the achievement & self-esteem of all young people	Yes	Application Interview
A commitment to safeguarding & promoting the welfare of children and young people	Yes	Application Interview
Evidence of ongoing CPD: A willingness to undertake additional training, keep up-to-date with developments and changes in good practice	Yes	Application Interview
Evidence of working collaboratively in a team	Yes	Application Interview
Self-motivation and a sense of initiative	Yes	Interview
An open and transparent work ethic	Yes	Interview
A flexible and 'can do' attitude	Yes	Interview
Involvement in departmental development	Yes	Reference Interview
A willingness to get Involved in extracurricular activity	Yes	Application Interview
A willingness to share in the school's educational vision	Yes	Interview

March 2018