



CANDIDATE INFORMATION BROCHURE



To inspire young people to make their best better



February 2018

Welcome from the Principal

Dear Candidate,

Welcome to St James the Great Academy (SJA) and thank you for your interest. We are a one form entry primary school near Maidstone the county town of Kent. We like to think we have the best of all worlds with good transport links to London whilst enjoying being close to some of the most beautiful areas in Kent.

SJA is a place where children are at the heart of everything we do. Our pupils are happy, have fun and enjoy being engaged in their learning and challenged in their thinking.

Our staff are highly skilled, willing to learn and determined to get the best results for every child.

Outstanding teachers that can adapt, change and promote creativity and collaboration are the backbone of SJA and an essential part of our vision. We know our teachers are highly committed, each one a leader in the making. They have high expectations and deliver challenging lessons that cater for the needs of every student.

Each one of our students is fantastic. We know and value them as unique individuals. We strive to ensure they are fully prepared for the rapidly evolving future that lies ahead of them, standing shoulder to shoulder with the best in the world. They leave school with confidence, ready to dismiss social barriers and face the challenges of secondary education and then adult life.

We are really looking forward to showing you around our school and answering any questions about us you may have.

Please explore our website which, I believe, holds a plethora of information about what we do at SJA.

Your shared understanding of our school and ethos is so important to us that visits are essential if you wish to proceed to the next stage of the selection process. SJA is a truly great place to work, but don't take my word for it – come and find out for yourself!

Yours faithfully

Tamasin Springett
Principal

St James The Great Academy

St James the Great Academy is situated in one of the most beautiful grounds to be found anywhere in Kent. The site was originally landscaped in the 17th century and was the parkland of Clare House. On the site there is a splendid lake and fine mature trees with an abundance of wild life including nesting water birds.

Within the village there is Bradbourne House and the horticultural research station. The parish church of St James the Great and houses of historical and architectural interest, including the mill buildings, Tudor residences and the original Victorian school buildings.

The children are able to use these facilities to enrich their educational knowledge in geography, history and scientific and environmental studies.

We moved into our state-of-the-art and purpose-built building in 2009. The old building has been developed into a Children's Centre and Community Centre.

We have retained part of the old building as our Family Learning Centre where we hold a free breakfast club, after school activities, and family and parent activities.

We were fast-tracked to become part of AET on 1st April 2012. We are a one form entry primary school with a nursery. We have a new award-winning (Kent Design Awards) building and are well-resourced. Our academy strapline "to make our best better" is evident through the dedication and commitment of all staff in supporting learning throughout the school. Personalised learning is at the core of our academy and thus a variety of intervention groups encourages all children to achieve.

In March 2014 we were judged "**good**" by Ofsted. The full report can be found [here](#)

Our Vision

We are a community of learning, caring and celebration. Every member is valued as an individual and given the skills and understanding needed to become successful, confident citizens of the future.

Our values

Cooperation, Equality, Honesty, Perseverance, Respect, Responsibility

We aspire to achieve these aims by:

- Providing an environment in which the children feel safe, secure and happy and able to develop a sense of self-worth in order to become confident, independent learners;
- Establishing and promoting acceptable standards of behaviour, good personal relationships and respect for each individual;
- Developing the individual talents of all students to their fullest potential, enabling them to gain the best results and qualifications of which they are capable;
 - Ensuring that every child experiences a curriculum that is broad, rich and challenging ;
- Promoting high standards of behaviour, good personal relationships and a respect for the individual whatever his or her age, abilities, race, religion, gender or culture;
- Fostering the partnership between students, staff, parents, governors and the wider community;
 - Ensuring 'every child matters'.

Our staff

Becky Reardon, Class teacher and Leader of IPC and PE



Since joining St James the Great Academy I have enjoyed and been involved in a number of exciting opportunities. There is a great ethos around the school between pupils and staff and it has a friendly and inviting atmosphere. St James the Great offers a diverse curriculum which incorporates exciting opportunities for our pupils. I believe that not only do we help the children achieve academically but we also try and teach them to respect themselves and others. I have now worked at St James the Great academy for 3 years teaching Year 5 which is a great year group as they are really starting to understand themselves as young learners. I love seeing the progress from the start of the year until transition to upper KS2: the difference is really extraordinary. St James the Great has also given me lots of opportunities to widen my professional development and now I have just taken on the role of IPC (international primary curriculum) leader which is a new and exciting opportunity to look at the wider curriculum and how this can be enhanced and improved.

Steph Stanley, Nursery Teacher



I studied the Early Years pathway for my degree in Education this is my passion. I first came to SJA as a student teacher in 2015 and was placed in the Nursery. This was my first experience teaching in a Nursery setting, I immediately felt that I had found the place I was meant to be! I was overjoyed to be employed by the school that same year and have since completed my NQT year as the Nursery Teacher. Since beginning my teaching career, I have continued to learn about the development of children in the Early Years, KS1, KS2 and how their early experiences impact their future learning. It is amazing to work in a school where the Early Years Education is so integral and highly regarded by my peers and seniors.

The Nursery has become busier than ever and as a team we have worked together to continually adapt our approaches to best suit the children and their interests. I enjoy working as part of a whole school team that is also passionate about the care, education and development of each child.

We learn through play with a mixture of experiences and activities chosen by us the staff and those chosen by the children. By observing and joining in with what the children are interested in, we are able to introduce new resources or information that creates a new level of engagement, excitement, awe and wonder which enables us to extend their learning.

It fills me with immense pride and joy to watch the children achieve, explore and develop. There is never a dull day in our Nursery!

Job Description

Job Title	Teacher
	The professional duties of teachers, (other than the Headteacher) are set out in the School Teachers Pay & Conditions Document and describe the duties required of all teachers. In addition, the specific requirements of the post of classroom teachers, along with the particular duties expected of the post holder have been set out below
Job Purpose	<ul style="list-style-type: none">• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support designated curriculum areas as appropriate• To monitor and support the overall progress and development of pupils• To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential• To contribute to raising standards of pupil attainment• To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
Teaching	<ul style="list-style-type: none">• To teach pupils according to their educational needs, including the setting and marking of work and provision of written/verbal and diagnostic feedback• To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required• To provide or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils• To ensure that ICT, Literacy, Maths are all incorporated into the curriculum where appropriate• To ensure a high quality learning experience for pupils which meets internal and external quality standards• To prepare and update subject materials• To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of the curriculum• To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, uniform, standards of work and homework• To set appropriate targets for pupils in line with school policy and procedure

Staffing	<ul style="list-style-type: none"> • To take part in the academy's staff development programme by participating in arrangements for further training and professional development • To continue personal development in the relevant areas including subject knowledge and teaching methods • To engage actively in the Appraisal Review process • To ensure the effective and efficient deployment of classroom support • To work as a member of a team and to contribute positively to effective working relations within the school
Quality Assurance	<ul style="list-style-type: none"> • To help to implement school quality procedures and to adhere to those. • To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures including evaluation against quality standards and performance criteria. To seek / implement modification and improvement where required • To review from time to time methods of teaching and programmes of work • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
Management Information	<ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant accurate and up to date information for Management Information Systems, registers, target tracking data etc. • To complete the relevant documentation to assist in the tracking of pupils • To track pupil progress and use information to inform teaching and learning
Leadership	<ul style="list-style-type: none"> • To lead a specific subject area or areas if required by keeping up to date with current educational practice and implementing new initiatives in the school at the direction of the Senior Leadership Team. • To ensure that the subject area is adequately resourced • To prepare a subject action plan • To analyse the attainment data for the subject area and report back to the Senior Leadership Team with areas for development and strategies to address these
Communication	<ul style="list-style-type: none"> • To communicate effectively with the parents of pupils as appropriate • Where appropriate, to communicate and co-operate with persons or bodies outside the school • To follow agreed policies for communications in the school

Marketing and Liaison	<ul style="list-style-type: none"> • To take part in liaison activities such as Open Evenings, Parents Evenings, Review Days and liaison events with partner schools • To contribute to the development of effective subject links with external agencies
Management of Resources	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials • To assist the subject leaders to identify resource needs and to contribute to the efficient / effective use of physical resources • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, and the students. • Organising the classroom and learning resources to create a positive learning environment
Other Specific Duties	<ul style="list-style-type: none"> • To play a full part in the life of the academy community • To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate • To undertake any other duty as specified by the Principal not mentioned in the above

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. Postholder 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

AF – Application Form

I – Interview

R – References

	Essential Criteria for short listing	How Identified	Desirable Criteria	How Identified
Qualifications	<ul style="list-style-type: none"> Degree or relevant professional qualification with QTS. Record of recent and relevant in-service training. Willingness to further own professional development. 	<p>AF</p> <p>AF</p> <p>I</p>		
Experience	<ul style="list-style-type: none"> Proven record of good or better teaching and classroom management. Experience of teaching in at least one key stage. Knowledge of the National Curriculum or Foundation Stage Curriculum as appropriate Experience of effective assessment procedures. 	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>	<ul style="list-style-type: none"> Experience of teaching in two key stages. Experience of target setting and subject leadership. Preparation and administration of statutory national tests and implication of Teacher's Assessment on making accelerated progress. 	<p>AF</p> <p>AF/I</p> <p>AF/I</p>
Skills	<ul style="list-style-type: none"> Team player and committed to team building. Ability to plan for the use of additional adult support. Ability to prioritise, use 	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p>	<ul style="list-style-type: none"> Able to use any adults supporting learning in a creative and inspirational way. Knowledge of positive 	<p>I</p> <p>I</p>

	initiative and good time management. <ul style="list-style-type: none"> • High standard of presentation skills. • IT literate with experience of a range of teaching aids. • Aware of current primary educational initiatives and issues. 	AF/I AF/I AF/I	Behaviour Strategies	
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	Essential Criteria for short listing	How Identified	Desirable Criteria	How Identified
Qualities	<ul style="list-style-type: none"> • Approachable to all members of the school community and committed to communicating with the wider school community. • Ability to assist in the effective management of change. • Willingness to support strong links with parents/carers and governors. • Good organisational skills and enthusiastic about child led learning. 	AF/I I AF AF/I		
Philosophy of Education	<ul style="list-style-type: none"> • A clear commitment to inclusion. • A determination to 'personalise' learning to meet the needs of <u>all</u> pupils. • A child centred approach. 	AF/I AF/I AF/I		

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 63 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

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.

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 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 for 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!

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working!

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 short listed.

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.