

The Howard School

Candidate Briefing Pack

Teacher of English

THE HOWARD Academy Trust

THE HOWARD SCHOOL

Ofsted GOOD 2016

Welcome



The Howard Academy Trust aims to create a close knit family of Good and Outstanding schools through partnership, challenge, accountability and support within a cooperative framework.

We are an innovative and creative Trust, responding to the ever-changing needs of our students and the demands from higher education and employers. We recognise and emphasise the importance of aspiration, energy and ambition.

Paul Morris
Chief Executive
The Howard Academy Trust



Thank you for your interest in the post of Teacher of English at The Howard School. I am determined to recruit a talented individual who shares our vision of providing a first-class education to all our students. You will show the drive, tenacity and ability to realise this ambition, and demonstrate a commitment to your own education and to yours and others' professional development. This role is one where you must provide clear leadership, challenge and support to others and you must have the capacity to do this in a way that is professional, based on evidence and motivates your colleagues.

Our local and national reputation as a school where results challenge the stereotypical view of underachievement in young men continues to grow, as does the perception that we hold to traditional values in standards of behaviour and uniform. We are an innovative and creative school, responding to the ever-changing needs of our students and the demands from higher education and employers. To further this, a number of exciting changes are planned for the near future to support our drive towards excellence.

I am determined to ensure The Howard is the best school in Medway and beyond in which to teach, work and develop. Our success has been built on the commitment, professionalism and aspirations of our staff. It is a place where people want to work as there are opportunities for progression. I hope my resolve to take the school to the next level is evident and, while I recognise that this is by no means easy, that this is the very least we should be doing for our community. The successful candidate will be someone who is genuinely up for the challenge. In return, we can promise an investment in you and your future, offering a competitive remuneration package, providing first class professional development and career opportunities.

I look forward to receiving your application.

Terry Millar
Head of School

The Howard Academy Trust

Striving for progress, excellence and positive change

We aim to create a close knit family of Good and Outstanding schools through partnership, challenge, accountability and support within a cooperative framework.

We are committed to enhancing the life chances of young people by improving their educational achievement.

Schools within the Trust will retain their unique and individual character.

We strive for excellence and aim to bring about transformational change where necessary in schools.

We are truly inclusive and aim to establish the highest expectations for young people and all those who work with them.

As a Trust we have four fundamental tenets:

- We strive to create a culture of dignity, respect and trust in all our schools
- There is no ceiling to achievement for young people
- All staff have the right to exceptional professional development
- Our moral purpose is to make a positive difference to the lives of young people.

Our Family of Schools

Deanwood Primary School
210 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent

Temple Mill Primary School
210 Pupils on Roll
Sponsored by The Howard Academy Trust
Located in Strood, Kent

The Howard School
1,500 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent

Thames View Primary School
420 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent

Miers Court Primary School
420 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent

Further information about our academies can be found at www.thatrust.org.uk

Working for The Howard Academy Trust

The Howard Academy Trust value employees that work for our organisation. The following benefits are available to employees within our academies.

Financial



- Salary
- Pension
- Sick Pay

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Childcare Vouchers - Purchase of Childcare Vouchers provided by Edenred
- Free Confidential Counselling Service

Professional Development

- Access to Middle and Senior Leadership Courses
- Role specific training courses for Associate Staff



History of The **Howard** School

The Howard School was established in 1975 by amalgamating Rainham Boys Secondary School and Gillingham Boys Grammar School to form a bi-lateral school. A bi-lateral school is one where admission to the grammar school section can be by 11 plus selection and admission to the high school section is non-selective.

The school was named after Dorothy Howard who played a major part in the local community.

Since opening there have been five Principals:

- John Hicks: 1975 to 198 7
- Alan Jarrett: 1987 to 1997
- Maurice Barry: 1997 to 2001
- David Smith: 2002 to 2007
- The Honourable Paul Morris: September 2007 – December 2015

The Howard School became a Grant Maintained School in 1994 when we left the control of Kent County Council. Following a change of Central Government, we became a Foundation School in 1998. Although a Foundation School we worked very closely with the local authority. The school became a Specialist Sports College with ICT as the second strand in 2007. In October 2014, the school became an Academy and the core of The Howard Academy Trust.

We are a high achieving successful 11 to 18 school.

Since 2008, The Howard School has been and remains one of the highest achieving non-selective schools in Medway, Kent and the South-East of England. We believe The Howard School is one of the highest achieving boys' non-selective schools in the country.



Teacher of English
Job Description

Job Title: Teacher of English
Department: English Department
Responsible to: Head of Department
Remuneration: MPS/UPS

General description of the post

The holder of this post is expected to carry out the professional duties of a classroom teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Head of School. The post-holder is required to fully support the vision, ethos and policies of the school.

School Improvement Plan Priorities

Teaching Staff within the school are expected to make a valuable contribution to the School Improvement Plan priorities for the current academic year:

- Enhance the quality of our teaching
- Increase the level of challenge and support for our students
- Improve the amount of progress all groups of students make.

Values and behaviour

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Personal and professional conduct

The classroom teacher is expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career.

It is important to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including:
    - democracy, the rule of law, individual liberty and mutual respect, and

- tolerance of those with different faiths and beliefs;

- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teaching Staff must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

Responsibilities

The post-holder is accountable to their line manager in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

All appointments made, are conditional on the most recent appraisal assessment.

Duties

- Making a distinctive contribution to raising standards across the school.
- Supporting and helping colleagues to improve effectiveness.
- Setting clear and challenging targets that build on prior attainment for each pupil.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- Devising and implementing targeted interventions that enable students to reach and exceed their targets.
- Acting as a role model for staff for high quality teaching and learning.
- Using own class and practice as an example of outstanding teaching and learning.
- Ensuring continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work.
- Developing plans that identify clear targets, times-scales and success criteria for its development and/or maintenance.
- Create a stimulating learning environment for teaching and learning.
- Promoting team commitment with colleagues through collaborative planning.
- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.
- Securing and maintaining good working relationships with colleagues.

- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the School.
- Collecting, analysing and reporting on pupils' views of their subject area.
- Developing effective links with the local community including parents, business and industry.

Assessment of Performance

1. Achievement and Standards

Standards

Promotes good progress and outcomes by pupils

- Is accountable for pupils' attainment, progress and outcomes.
- Plans teaching to build on pupils' capabilities and prior knowledge.
- Guides pupils to reflect on the progress they have made and their emerging needs.
- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourages pupils to take a responsible and conscientious attitude to their own work and study.

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

- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Makes accurate and productive use of assessment

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons.
- Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Performance Expectations

- Supports others in calculating class performance and progress measures, group performance and progress.
- Ensures all students taught are able to understand their capabilities and track their own progress.
- Works with the team to ensure that students have a conscientious attitude towards the subject and work hard at all times.
- Has a good understanding of the learning needs of a wide range of learners including those with SEN, those of high ability, those with EAL and those with disabilities.
- Consistently makes secure and accurate assessments of students' competencies and progress.
- Is highly effective in using assessment in lessons.
- Provides feedback to students and giving them opportunities to respond to this feedback.

2. Behaviour and safety of pupils

Standards

Sets high expectations which inspire, motivate and challenge pupils

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils.

Manages behaviour effectively to ensure a good and safe learning environment

- Has clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Has high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Performance Expectations

- Provides a stimulating learning environment through excellent, interactive classroom display.
- Supports other colleagues in their consistent application of the schools data and tracking processes.
- Adopt high expectations for all classes and groups.
- Supports colleagues in having high standards of professionalism and to support the team in

being clear about the quality and standards they want to be known for.

3. The Quality of Provision

Standards

Demonstrates good subject and curriculum knowledge

- Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

Plans and teaches well-structured lessons

- Imparts knowledge and develop understanding through effective use of lesson time.
- Promotes a love of learning and children's intellectual curiosity.
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflects systematically on the effectiveness of lessons and approaches to teaching.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).

Performance Expectations

- Is a source of updating student knowledge as well as supporting others in the way to update knowledge
- Supports others in developing ways to encourage students to appreciate and be interested and engaged in the subject.
- Prepares and delivers consistently good and outstanding lessons
- Is a role model for teachers in promoting students' love of learning and their intellectual curiosity
- Sets homework that is stimulating and fosters learning outside the classroom by incorporating innovative approaches
- Shares with others how to gauge the impact of teaching and learning activities.
- Provides expertise and suggestions for improvement of the curriculum.

4. Leadership and Management

Standards

Fulfils wider professional responsibilities

- Makes a positive contribution to the wider life and ethos of the school.
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploys support staff effectively.
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicates effectively with parents with regard to pupils' achievements and well-being.

Performance Expectations

- Works in partnership work with other colleagues, within schools and from partners.
- To be the form tutor of an assigned form and to carry out the related duties in accordance with the general job description of form tutor.
- To contribute to the regular review and formulation of all departmental policies and documentation.
- Actively seeks ways to engage with partners to bring in practice and learning that will enhance the effectiveness of the team.
- Acts as a source of advice in ways to make the very best use of support in school to develop and improve practice.
- Works effectively with parents.
- Supports others in working effectively with families.

CONDITIONS OF EMPLOYMENT:

The post is graded at MPS/UPS.

The working week is 32.5 hours per week.

The holder of this post is expected to be flexible about these hours as and when necessary.

This Job Description does not form part of the Contract of Employment and the duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head of School and following consultation with you.

This job description may be amended at any time following discussion between the Director of Finance & HR and member of staff, and will be reviewed annually as part of the appraisal process.

The **Howard** School

Person Specification

Post: Classroom Teacher

Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Essential	Desirable
Education & Qualifications	
• Teaching Qualifications • Degree or equivalent	• Further Degree • Evidence of ongoing Professional Development
Experience	
• Outstanding teaching experience • Experience of implementing strategies to raise student attainment with evidence of success • A track record of success in student behaviour management • Experience of promoting highly effective communications within and between teams and other stakeholders in the community	• Experience of working within an academy
Knowledge and Understanding	
• effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment • good understanding of effective procedures for managing and promoting positive behaviour among pupils • equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards • Sound understanding of equality of opportunity issues and how they can be effectively addressed in schools • Clear understanding of the role of parents and the community in school improvement and how this can be practised and developed	
Characteristics and Competencies	
• Ability to promote the school's aims positively • Ability to develop good personal relationships within a team; making an effective contribution to high morale • Ability to create a happy, challenging and effective learning environment	

• A solution-focussed mind-set and determined “no-excuses” approach to raising standards • A personable nature to build effective relationships with parents and all members of the school community • A creative and good humoured approach to all aspects of teaching, management and leadership • Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description • Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/discussion • Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads • Ability and keenness to promote the school’s positive culture and ethos	

Application Process

Application Process

We will review applications as they are received and contact those shortlisted for interview. Early applications are encouraged as we will close the recruitment process once a suitable candidate is appointed.

Applicants should apply via our online application process on the following link:

http://www.thehowardschool.co.uk/322/vacancies

Important Information for Applicants

Visits	Please email hr@thatrust.org.uk to arrange a tour of the Academy
Closing Date:	midnight on 1 April 2018
Interviews:	To be Confirmed

Person Specification

This specification sets out the criteria which will be used to shortlist candidates for interview and during the interview process.

We hope you find the information in this pack useful. Should you have any further queries, please do not hesitate to contact Sharon Teachen, HR Manager, on 01634 265771 or email hr@thatrust.org.uk.