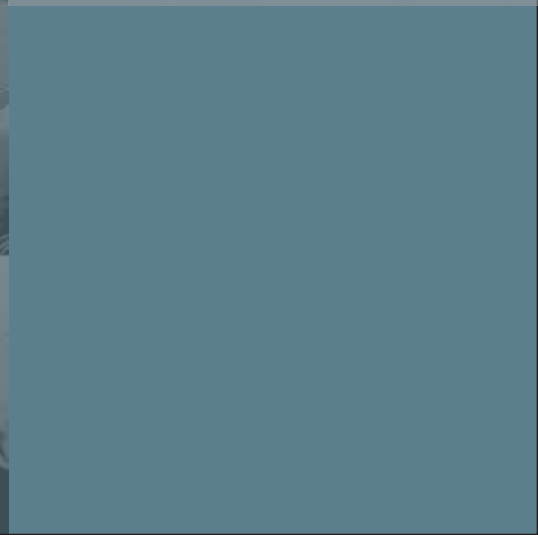
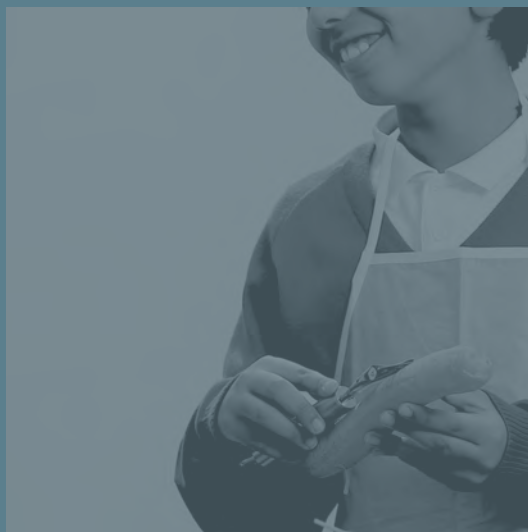


Teaching at Inspire Partnership **Recruitment Pack**



A photograph of two children, a young boy on the left and a young girl on the right, both smiling and looking down at a tablet computer. The image is overlaid with a semi-transparent blue filter. The text "Transforming children's lives through partnership and collaboration." is written in white, bold, sans-serif font across the middle of the image.

**Transforming children's
lives through partnership
and collaboration.**

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Our Partnership Values:

Collaboration matters

Excellence in everything

Community first

Equity for everyone

Continuous **growth**

A message from our CEO

Dear Applicant,

Thank you for expressing an interest in applying for a teaching post with the Inspire Partnership. We are an ambitious multi academy trust of nine primary schools situated in Greenwich, Medway and Croydon serving diverse, aspirant communities of learners. We have a track record of excellence and a national reputation for sustainable school improvement focused on our Partnership Values.

We want to appoint new teachers in our schools across Greenwich, Medway and Croydon and would be keen to hear about your professional experience and what you can offer. We are seeking the most aspirational and hard-working staff who share our belief that success is gained by developing a growth mindset; one which values effort and believes anything is possible.

Working for Inspire will provide exciting opportunities for candidates who are ambitious, creative and enjoy working in collaboration with others. Our professional development core offer is of the highest quality, we are engaged in a range of research projects that are shaping education policy and have an extensive network of schools and organisations we work with. All of our schools are an inspiration. Our children love to learn, are creative and believe in the ethic of excellence. Our curriculum is dynamic, connects learning with global themes and provides children with opportunities to flourish.

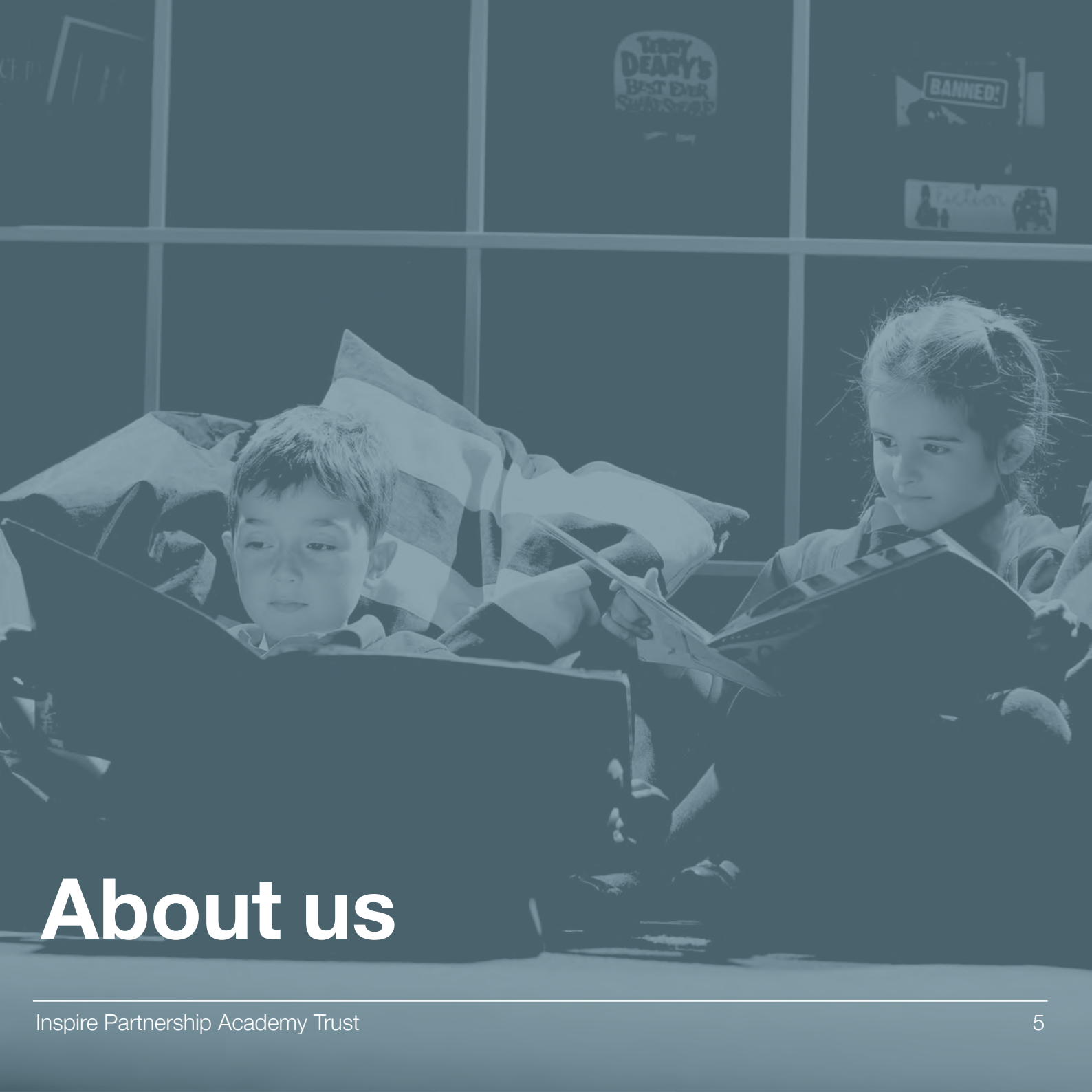
Our schools are also unique and different. They range from one to three forms of entry but capitalise on the Inspire Partnership ethos of collaboration. If you work with us, you will be provided with opportunities to learn with other schools and benefit from specialist teachers. Whether you are an NQT or an aspiring senior leader, successful candidates will be guaranteed of working with outstanding leadership and receiving the very best support.

We look forward to meeting you soon.

Yours sincerely

Rob Carpenter
CEO





About us

2013

In 2013, the partnership was formed from 3 primary schools in Greenwich. We established a common curriculum framework, a suite of professional development training and networks of excellence shared between our staff. This included policies, planning materials and school improvement tools.

Within 2 years, all 3 schools had improved provision and outcomes for pupils and were judged to be good or outstanding by Ofsted and Challenge Partners. The partnership had established a mature framework for school-to-school support programmes, delivered both locally and across the country.

The Inspire Partnership became a multi academy trust in 2017, one of four partnerships granted permission to create a charitable Trust in Greenwich.

2017

In 2017 we were invited by Medway to support Maundene and then Elaine primary schools, both underperforming with declining standards and pupil outcomes way below national expectations. Within a year, each school had joined the Trust having demonstrated rapid improvement. This was measured by:

- Self-evaluation judgements
- External school reviews
- Challenge Partners reviews
- Triangulation of data across the schools

The strategy for school improvement focused on the following areas:

- Development of a global curriculum which prioritised greater depth learning
- Established training programmes for all staff
- Strong collaborative leadership
- High quality outcomes for children across learning disciplines

Where we are now

In 2020, we began a new journey with 4 schools joining the Trust. Delce Academy joined us in March 2020, followed in April 2020 by Forest Academy, West Thornton Academy and Woodside Primary School - all from Croydon.

Now, in 2022 a family of 9 schools, we continue to serve new communities and bringing our 9 schools together as 1 family across 3 regional hubs.

A young girl with dark hair in a ponytail, wearing a dark jacket with a light floral pattern, is running and laughing in a field of autumn leaves. The leaves are in motion, creating a sense of joy and play. The background is a soft-focus outdoor setting with trees and foliage.

Our Mission & Working at Inspire Partnership

Our Mission

Our mission to transform children's lives through partnership and collaboration comes from a desire to create a coalition for change in all of our schools, building a legacy where pupils are able to fulfil their true potential as learners.

At the Trust's inception, we recognised each of our founding schools required an alternative approach to improvement which focused more on relationships, connectedness and inter-disciplinary approaches to learning. This is why collaboration is central to our mission. It binds schools together as communities, reminding us that we exist in the People Age. The emphasis on transformation exists because our schools have all required rapid systemic improvement in practice.

Partnership and collaboration apply both to how students learn best but also how school communities become stronger. For example, when children are taught how to work together collaboratively, success is measured through interaction, engagement and relationships.

Working at Inspire Partnership

The Inspire Partnership is committed to offering its staff career-defining opportunities backed by a competitive package of employee benefits.

We always want to attract high-quality candidates who can identify with our Partnership Values:

Collaboration matters
Excellence in everything
Community first
Equity for everyone
Continuous **growth**

Our core terms and conditions of employment are in line with other local schools and we recognise national and local agreements relating to the fair and equitable management of school staff. What sets us apart is the opportunity for you to work at the cutting edge of educational thinking and practice.

Working at Inspire Partnership Continued.

Regardless of your role, you will have the chance to develop your knowledge with access to the best training and development opportunities at each stage of your career, take part in ground breaking research projects and be actively encouraged to work collaboratively with some of the most talented and innovative colleagues, both at a local and national level.

At the Inspire Partnership we are extremely proud of our curriculum model, which ensures pupils develop core knowledge and skills leading to high quality learning outcomes, as well as developing pupils' confidence to make a difference in the world. We believe the fundamental goal of a world class education is to ensure students make a meaningful contribution within their community and beyond. For this reason, our curriculum links to Oxfam's global citizenship and the United Nations sustainable development goals.

We will always seek to celebrate our pupils' achievements through stunning visual displays and these are a defining feature of our schools. Please do arrange a visit to see for yourself.

Terms & Conditions

We recognise the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book'). We also recognise the framework for teachers pay set out annually in the School Teachers' Pay and Conditions Document. We recognise the support staff terms and conditions that are set out by the National Joint Council for Local Government Services National Agreement on Pay and Conditions (the 'Green Book')

Pay & Pensions

You will be paid monthly into your nominated bank account and you will be able to access your payslips on line. You will be automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pension Scheme through our admitted body status. Both schemes offer an attractive range of benefits.

Continuous service

We recognise continuous service in line with the Redundancy Payments (Continuity of Employment in Local Government etc.) Order 1999.

Help & support in the workplace

We are looking for staff who want to make a real commitment to the partnership and what it stands for, but we also know that there will be time when you need a little extra support. Therefore, we have a range of family friendly policies and services in place like employee assistance programmes and occupational health to give you the help you need when you need it.

Continuing Professional Development

We believe that the best results come from learning and working together and those joining the partnership will be encouraged and supported to fully integrate CPD into their working routine, whether this is through attending one of our in-house training courses, participating or leading a research project or having the time to plan and learn with colleagues from across the partnership.

Inspire Partnership Hub

We have recently launched an online employee communication and rewards platform for all staff. The Hub will give you access to the latest internal news, information and developments as well as offering generous discounts from a wide range of high street and internet retailers.

Our Curriculum

The Inspire Partnership curriculum is underpinned by education for global citizenship. We believe that learners are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter; creating a future that they want to live in. Learning is brought to life through current contexts that connects to our children's lives - who they are, how they fit into the world and how they contribute back.



Inspire Partnership Character Skills



Our curriculum connects to real life, promotes thinking as a global citizen and develops character skills for young people to make meaningful contributions to society. Even very young children are trying to make sense of a world marked by division, conflict, environmental change and extreme inequality and poverty. It is designed to enable children to make deep connections between learning and understanding the world that they live in, leading to children connecting taught knowledge and skills with agency and purpose.

Therefore, we ensure learning is 'deep' rather than shallow. Deep learning requires planning for and modelling behaviours and actions associated with:

- deeper thinking
- deeper purpose
- active and collaborative engagement so that children meet the world but are not at the centre of it.

Curriculum Implementation

Six global learning themes underpin our curriculum and each theme is broken down into knowledge and understanding, skills and attitudes:

- Social justice and equity
- Identity and diversity
- Sustainable development
- Peace and conflict
- Human rights
- Power and governance

In order to achieve depth of thinking and learning we plan for children to focus on three of these themes per year. Across each year a number of high-quality core texts are used to bring the themes to life for our children and to promote a connectedness with the learning.



To allow for deep seeking meaning we ensure that our curriculum promotes learning for both their cognitive domain and affective domain (see visual below). Through our knowledge, understanding and skills we aim to develop our children's cognitive capacity including application, synthesising and evaluating. Equal focus is given to the affective domain through our focus on values, motivations and attitudes towards learning. The values, motivations and attitudes need to be modelled and taught explicitly alongside curriculum content. We share, celebrate and pay attention to the specific learning dispositions that need to be nurtured and developed within our children.

Find out more:

Visit our website www.inspirepartnership.co.uk to see examples of our Curriculum Framework and how we're implementing this across our schools.

Our Schools

Greenwich

Foxfield Primary School

Sandbach Place,
Woolwich, London,
SE18 7EX

Headteachers: Megan Minnett
and Tatum Sharp
Telephone: 020 3260 7500

Find out more:
www.foxfield.org.uk

Woodhill Primary School

Woodhill,
London,
SE18 5JE

Headteacher: Owen Phillips
Telephone: 020 8854 5055

Find out more:
www.woodhillschool.co.uk

Rockliffe Manor Primary School

Bassant Road,
Plumstead, London,
SE18 2NP

Headteacher: Nancy Cook
Telephone: 0208 854 4785

Find out more:
www.rockliffemanor.co.uk

Medway

Delce Academy

The Tideway,
Rochester
ME1 2NJ

Headteacher: Loni Stevens
Telephone: 01634 845242

Find out more:
www.delceacademy.co.uk

Maundene Primary School

Swallow Rise,
Walderslade, Chatham,
ME5 7QB

Headteacher: Jo Capes
Telephone: 01634 864721

Find out more:
www.maundene.medway.sch.uk

Elaine Primary School

Elaine Avenue,
Rochester, Kent,
ME2 2YN

Headteacher: Sarah Martin
Telephone: 01634 294817

Find out more:
www.elaine.medway.sch.uk

Croydon

West Thornton Primary School

Rosecourt Road
Croydon
CR0 3BS

Headteacher: Alex New and
Jonathan Owens Telephone:
020 8684 3497

Find out more:
www.westthornton.croydon.sch.uk

Forest Academy

Bridle Way
Croydon
CR8 8HQ

Headteacher: Swabra Lloyd
Telephone: 020 8777 2808

Find out more:
www.forestacademy.org.uk

Woodside Primary School

Morland Road
Croydon
CR0 6NF

Headteacher: Iman Atwa
Telephone: 020 8654 5333

Find out more:
www.woodside.croydon.sch.uk

Job Description

Job purpose including main duties and responsibilities

In addition to the Conditions of Employment for teachers laid down in Part the School Teachers' Pay and Conditions Document 2008, to provide strategic leadership and hold accountability for standards achieved within a given phase and quality order to:

- Working with Governors and Senior Leadership Team to enable The Inspire Partnership to give every pupil high quality education, and promote the highest possible standards of achievement
- Secure the long-term success of the school by maximizing potential through the skills and resources held
- Play a significant role within the context of Every Child Matters, to help ensure The Inspire Partnership School provides a full, integrated range of extended services

Key Priorities for The Inspire Partnership:

- Consistently and continuously raise achievements and standards across the school
- Ensure every child reaches their potential and enjoys a happy, fulfilling school experience
- Ensure our schools continuously maintain and embed best practice
- Develop to a high level positive links with the local community, including parents and carers

Securing accountability

- Develop a collaborative ethos which enables everyone to achieve common goals
- Take personal responsibility to ensure personal accountabilities are clearly understood. This includes planning, marking and assessment
- Ensure every child has access to high quality teaching and learning

Key Accountabilities

Creating the future of The Inspire Partnership School

- Working with colleagues to create the strategic vision and promote the vision, values and ethos to pupils, staff, Governors, parents and the wider community

Key Accountabilities Continued.

Creating the future of The Inspire Partnership School

- Help create a shared learning culture and positive climate by building positive relationships which lead to highly effective communication with colleagues, pupils and parents. This includes listening skills
- Translate the vision into best practice through innovative planning, teaching and providing high quality learning experiences
- Work with the key stakeholders to maintain a shared vision and future strategic plans which will inspire and motivate pupils, staff, parents and the wider community

Leading teaching and learning

- To serve as a role model for pupils, staff and parents
- Maintain a continuous and consistent focus on pupils' achievement, using data and benchmarks to monitor progress.
- Plan engaging lessons that contain progression across ability ranges that are informed by secure subject and curriculum knowledge
- Teach challenging, well organised lessons that build on pupils prior learning and enable sustained progress to be attained
- Ensure lessons are informed by well-grounded expectations of learners designed to raise levels of attainment
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on pupils' attainment, progress and areas for development
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching

Developing self and working with others

- Have excellent subject knowledge and understanding of a range of teaching, learning and behaviour management strategies
- Promote and maintain a culture of high expectations for self and others
- Know a range of approaches to assessment and formative assessment and understand the role of assessment in helping all pupils make good progress

- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from other leaders

Managing a subject area (excluding NQTs)

- Ensure improvement plans reflect the school's priorities and values
- Ensure plans and policies promote continuous school improvement linked to the school SEF
- Develop effective relationships and communications which underpin a professional learning community that enables everyone in the school to achieve
- Create an inspiring, professional work environment within the phase team consistent with the school's values and aspirations
- Put in place effective team communication mechanisms to ensure that all staff are involved in the development plan and are kept informed of key priorities
- Manage budgets to achieve the schools' educational goals and priorities, and ensure systems are in place for the effective administration and control
- Use and integrate a range of technologies effectively and efficiently

Strengthening community

- Work with colleagues to strengthen and develop the ethos of the school, allowing this to influence and shape all areas of the school's work and collective worship
- Create and promote positive strategies for challenging racial and other prejudice
- Ensure community-based learning experiences are planned for and are explicit in medium term plans
- Collaborate with colleagues and other agencies to ensure pupil and community needs are met
- Promote community cohesion by ensuring long term, medium term and short term planning references links to community cohesion and extended services.
- Ensure planning takes account of the diversity, values and experience of the school, school grounds and local community
- Create and maintain effective partnerships with parents, Governors to support and improve pupils' achievements and personal development

Key Accountabilities Continued.

Data protection

- It is essential when working with computerised systems that you are completely aware of your responsibilities at all times under the Data protection Act 1984 for the security, accuracy, and significance of personal data held on such systems

Health and safety

- Manage and organise the learning environment within the phase to ensure each classroom reflects the school's high standards and aspirations
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self control and independence of learners
- Ensuring the safety of all staff and pupils within phase team by co-ordinating risk assessments, planned trips and visits and any school activities with a risk potential. This includes ensuring all staff within phase team are aware of potential risk factors and school procedures for managing risk effectively

Safeguarding

- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the LA and school

Person Specification

Qualifications, Knowledge and experience	Essential	Desirable	Method of Assessment
Hold qualified teacher status	•		Application form
Current experience of teaching in different key stages (this may be as a student).		•	Application form
Good written communication skills	•		Application form Tasks
Good oral communication skills	•		Interview
Have excellent subject knowledge of curriculum in specified Key Stage	•		Application form
Have excellent subject knowledge of curriculum across all Key Stages in a Primary School		•	Application Form
Teaching and Learning			
Ability to set high expectations which inspire, motivate and challenge pupils	•		Application form Interview
The ability to create a safe, attractive and stimulating environment that contributes positively to teaching and learning	•		Application form Interview
Plan and teach well-structured lessons and to promote a love of learning	•		Application form Interview
Teach using a wide range of teaching strategies to meet differing learning styles and to maximise achievement for all children including those with special educational needs and high achievers	•		Application form Interview
Ability to make accurate and productive use of assessment, feedback and data to secure pupils' progress	•		Application form Interview
Know a range of strategies that promote excellent learning behaviours	•		Teaching activity Interview
Evidence of leading the work of other adults in classrooms		•	Application form Interview

Person Specification Continued

Developing self and working with others	Essential	Desirable	Method of Assessment
Commitment to own improvement through professional development / further study	•		Application form
Be committed to engaging parents in the work of the school	•		Application form Interview
Show commitment to upholding excellent levels of professional conduct as a teacher.	•		Application form Interview
Safeguarding children			
Committed to ensuring all pupils in our school are kept safe.	•		Application form Interview
Enhanced DBS check.	•		Recruitment checks
Equal opportunities			
Committed to ensuring that all members of our school community can achieve excellence	•		Application form Interview

Our Safeguarding Statement for Safer Recruitment

The Inspire Partnership Academy Trust is committed to our responsibilities for safeguarding and promoting the welfare of children, young people and vulnerable adults as outlined in Working Together to Safeguard Children. We are committed to recruiting candidates who share this commitment to safeguarding, and therefore we apply robust recruitment and selection procedures to ensure that the people selected are right for the job, and that all candidates are appropriately screened prior to appointment.

The following pre-employment checks will be undertaken as applicable:

- References
- Occupational Health pre-employment screening
- DBS check
- Barred list check
- Section 128 check
- Overseas criminal records check
- Identity check
- Right to work in the UK
- Evidence of qualifications applicable to the role
- Confirmation of registration with applicable registered body where applicable

All our roles involve working with children and we will therefore take up references prior to interview. You should provide details of referees including your current and previous employers, covering the last 5 years. If you are currently working with children, on either a paid or voluntary basis, your current or previous employer will be asked about disciplinary offences relating to children, including any in which the penalty is time expired. We will also ask if you have been the subject of any child protection concerns and if so, the outcome of any enquiry or disciplinary procedure.

Recruitment of Ex-Offenders

If you are successful at interview then we will require you to obtain an Enhanced Certificate of Disclosure from the Disclosure and Barring Service (DBS) and we administer this process. Most of our roles will also require a Barred List check. We will ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position.

Interview

We ensure that anyone making appointment decisions has the necessary information, guidance and support to identify and assess the relevance and circumstances of any offences. If you are invited for interview then we shall assess issues relation to safeguarding and promoting the welfare of children and young people including:

- your motivation to work with children and young people;
- your ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- your emotional resilience in working with challenging behaviours; and
- your attitude to the use of authority and maintaining discipline.

Appointment

If you are offered the post, we shall ask for evidence of:

- your identity;
- your right to work in the UK: and,
- your qualifications (including any relevant professional registration).

We shall also check:

- whether you are on the Children's Barred List (formerly List 99).
- that you are medically fit to undertake the role.

All job offers will be condition on the satisfactory completion of pre-employment checks.

False Information

Please note that providing false information is an offence and could result in your application being rejected or your dismissal from employment if you are appointed. The matter may also be referred to the police.

Contact us:

Call: 020 7993 3601

E-mail: info@inspirepartnership.co.uk

Website: www.inspirepartnership.co.uk

Twitter: [@InspireSELondon](https://twitter.com/InspireSELondon)

