





Teacher of English

Trevelyan Middle School, Windsor, Berkshire

Candidate Application Pack

Pioneer Educational Trust

preparing the way for others to follow

Contents

Thank you for your interest in our Teacher of English position at Trevelyan Middle School within Pioneer Educational Trust.

This pack contains:

- An introduction from our CEOs
- Details about Trevelyan Middle School
- Details about the department
- The job description and person specification
- Benefits of working at the Trust

We hope that you find the pack informative and useful. If you do have any further questions, then please contact Mrs Bhamini Lynn, Recruitment Manager and PA to Co-CEOs: blynn@pioneereducationaltrust.org.uk

You can also visit our school's website at: www.trevelyan.org.uk or the Trust's website at: www.pioneereducationaltrust.org.uk

disability confident EMPLOYER

An introduction to Pioneer Educational Trust

Welcome to Pioneer Educational Trust. As Co-CEOs, we are proud to lead our family of schools and would like here to provide you with a short history of our organisation, our school improvement model and our ambitions for the future.

Our journey

Pioneer Educational Trust is a small multi-academy trust in Berkshire serving children and young people aged 3 to 18.

Pioneer Educational Trust (then Upton Court Educational Trust) was first established in January 2014 when Upton Court Grammar School in Slough sponsored Foxborough Primary School. Foxborough Primary School had, in June 2013, been put in special measures by Ofsted. In November 2016, Trevelyan Middle School joined our MAT. Following a school improvement journey in both schools Foxborough Primary School was judged as a Good school by Ofsted in May 2019 and Trevelyan Middle School judged Good with Outstanding for Behaviour and Attitudes and Personal Development in October 2019 following twenty years of Requires Improvement judgements. Upton Court Grammar School continues to perform in the top 3% nationally for P8. We are incredibly proud of our schools' achievements and the strong relationships that exist between them.

"Trustees of the multi-academy trust (MAT) have a clear vision for the school. They work closely with governors and leaders to ensure that teachers' workload is manageable. Leaders enable subject leaders and teachers to work with others from across the trust to develop expertise. The chief executive officers of the MAT support leaders well to ensure that high standards are maintained." (Ofsted report, Nov 2019, Trevelyan Middle School)

"The MAT has played an instrumental role in supporting the school's improvement. The MAT has also wisely given the well-being and professional development of staff a high priority. This has helped to stabilise staffing after a period of some turbulence. Collaborative working with other schools within the MAT, and the provision of high quality professional training and support, have led to sustained improvement." (Ofsted report, May 2019, Foxborough Primary School)

Who are we?

We are a values-led, evidence-informed organisation that acts in line with our commitment to provide all pupils with equal access to an outstanding education. Driving equality and celebrating diversity is at the heart of what we do - our schools are diverse learning communities with their own unique contexts and needs, which we celebrate and draw strength from.

Pioneer Educational Trust is outward-facing demonstrating a commitment to both the local and educational communities. Upton Court Grammar School is part of the Slough Teaching School Alliance working in collaboration with local schools to offer Initial Teacher Training and leadership development. In RBWM, Trevelyan Middle School works meaningfully with the Windsor Learning Partnership. A number of colleagues are Specialist Leaders in Education and contribute to school improvement work across the boroughs and beyond. In addition, colleagues lead or engage in a wide range of networks locally and nationally, for example, Whole Education, DiverseEd, WomenEd, LGBTed, DisabilityEd and BAMEed, and local subject networks.

Pioneer seeks to shape the educational landscape and is unapologetic in promoting its core aims more widely.

School improvement

We invest in our workforce so that, in turn, the workforce invests in our learners. We seek to add value, not just act as another layer of monitoring and accountability. As such, our school improvement model is underpinned by a commitment to: inspire collaboration within, between and beyond its schools; provide exceptional system leadership; and, deliver wide-ranging, high-quality professional development opportunities that enable all colleagues to grow professionally and personally. Our systems for monitoring and accountability are both humane and robust; they ensure that high standards are set and maintained, and treat professionals as professionals. We adopt a coaching 'way of being' and apply the principles of vertical leadership development through our policies, procedures and practices.



Our school improvement model is based on four facets:

- Our **pioneering model for excellence in CPDL** is underpinned by the Trust's four values Providing excellent CPDL is at the heart of our school improvement model and we aim to provide personalised, meaningful, high-quality growth opportunities for all.
- Pioneer's **WorkWell strategy** seeks to reduce unnecessary workload and promote staff wellbeing. We believe in treating our colleagues as professional adults who are encouraged to make positive choices in identifying how to manage their workload, how to achieve work-life balance and how to support their own wellbeing.
- Pioneer believes firmly in the power of collaboration and partnership working enabling all colleagues to contribute meaningfully to school improvement. Our approach to school-to-school collaboration and system leadership enables engage to work constructively and productively in partnership with one another and drive school improvement in all its guises.
- Pioneer sees itself as providing more than just another layer of accountability. Our systems for quality assurance and peer review are both humane and robust, ensuring that high standards are set

Continuing professional development

Pioneer Educational Trust aims to be the employer of choice as a result of its commitment to professional development for all staff, a positive and enriching working environment and outstanding leadership development opportunities. We invest heavily in professional development for all colleagues and seek to provide the 'proper conditions' through which 'unimagined resources of creative human energy'[1] can be released strengthening the culture of self-responsibility[2]. Key components of our CPDL model include:

- Our **appraisal** policy that provides a lynchpin to other structures and systems, including our QA / QI model, programme of CPDL, etc. Through rebalancing appraisal on development rather than accountability and applying a coaching approach, we create a deliberately developmental organization in which all can thrive.
- **CPDL Wednesday**. From September 2019, the school day at all Pioneer schools was changed to finish one hour early each Wednesday providing departments and teams with increased opportunity for collaboration and professional development.
- **QI entitlement**. Our QA system is complemented by personalised and bespoke development opportunities for every member of staff including an 'entitlement' to Quality Improvement the purpose of which is to provide teachers, TAs and HLTAs with the opportunity to engage in coaching, reflect on and debate the ways they teach, and feel deeply involved in their own professional learning.

What we offer

Pioneer Educational Trust provides a number of operational services to each of our academies. Managed centrally, by our Central Team, these are designed to help ensure the smooth running and operation of each of our academies. These services include Facilities, Health & Safety, Finance, IT and HR. Centralising core operational functions allows the leaders in our academies to focus on the teaching and learning environment, all the while knowing that there is team of specialists on hand to support and lead with the 'back-office' functions. Sharing these services across our Trust provides financial security for our academies and while the Director of Finance has the overview of all financial matters and is expected to provide savings through procurement, income generation and efficiency, at local level, schools still make decisions about how they spend their own budget.

Where next?

This is an incredibly exciting time to be joining our organisation! We are about to embark on a three-year strategy that seeks to pioneer and push the boundaries beyond that of a typical MAT. If successful, you will be instrumental in realising these ambitions alongside us.

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[1] Douglas McGregor, 'The Human Side of Enterprise', Leadership and Motivation, Essays of Douglas McGregor, 2, no.1 (1966), pp.6-15

[2] John Campbell and Christian van Nieuwerburgh, The Leader's Guide to Coaching in Schools: Creating Conditions for Effective Learning, (London: SAGE Publications Ltd., 2018).

If you believe in driving equality, usualising diversity and championing inclusion, if you want to challenge socio-economic disadvantage and make a lasting difference to our community, if you believe in the power of collaboration and seek to invest in your own and other's continuing professional growth, then Pioneer Educational Trust may very well be the MAT for you.



Antonia Spinks & Eddie Neighbour
Co-Chief Executive Officers
Pioneer Educational Trust

Encouraging
Nurturing
Respectful
Inspiring
Creative
Happy

Dear Colleague

Thank you for your interest in working at Trevelyan Middle School, which is part of Pioneer Educational Trust. This is an exciting opportunity for a forward thinking, energetic and committed practitioner who will be part of the team that continues to move the school forward.

It is our mission to create a positive atmosphere and culture in which everyone in the school community can develop and excel. We are committed to excellence and personal enrichment as much as to the fulfilment of every learner's potential which will enable them to face future challenges with confidence.

The Trust is a vibrant and exciting learning community and we have an excellent working partnership between staff, learners and parents. Together we believe it is our job to unleash the huge potential among the pupils and enable all our young people to become successful and responsible citizens, resilient, resourceful and creative thinkers who are confident and happy.

We are committed to a school that is:

- a place of excellence where children can achieve full potential in their academic, creative, personal, physical, moral and spiritual development;
- a caring place where children and adults feel they make a contribution and are valued as individuals;
- a place of values where children learn respect for themselves and others;
- engendering partnerships between children, parents, staff and governors and the community as a whole.

Trevelyan Middle School provides a warm and friendly atmosphere, offering a springboard for personal development and achievement.

Our aim is to ensure that every pupil is challenged, stimulated and encouraged to make the most of every opportunity. We achieve through our team of enthusiastic and dedicated staff who deliver a varied curriculum as well as plentiful extra-curricular opportunities.

We offer a unique blend of skills and knowledge by planning activities which address children's learning styles through high quality teaching and interaction.

We aim to recruit staff who:

- are excited by their role and by the prospect of working with young people;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands remaining positive and focussed;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- relish the opportunity to engage and talk to children outside of the formal classroom environment;
- are quick to praise and slow to criticise; and
- are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Trust and first impressions are very important. I hope what you read, coupled with anything else you discover about us, inspires you to apply for this post and to be part of a committed team of staff.

We will make the most of our unique family of schools to give every child the best possible opportunity to flourish and develop into a decent, disciplined, well-educated and employable young person.

Developing decent people:

Results and qualifications are important, but they are not the whole story. Our ultimate goal is to develop well-rounded young people who will make the most of the opportunities open to them in our schools. They will have resilience, zest and passion: people that employers will want to employ; people who will play a part in the communities in which they live and work; people we can be truly proud to say came through one of our schools.

Achieving full potential, no excuses:

We will do all we can to make sure every child gets the chance to reach their full potential. No child should ever get left behind; all have the capacity to learn and to achieve. We will do this by instilling an acceptance that hard work, effort and application really does pay off and are rewarded. And through effort and application come self-respect, self-esteem, self-belief and success.

Discipline and standards:

It is important to us that our young people demonstrate high standards and that our schools are safe, structured places in which to learn as this will enable inspiring things to happen in the classroom. We will achieve this by expressing our high expectations regularly and frequently and by paying relentless attention to detail. We attach importance to values such as respect: for ourselves, for others, for learning and for the environment.

Great Schools for All:

We want the schools within our Academy Trust to be judged as great schools for all the young people that attend them. This means recruiting outstanding people to work in our schools and offering a curriculum that is engaging, challenging and responsive to individual needs.

Big on Attitude:

We will frequently stand back and reflect on how we can do things differently and better. This means being open-minded about trying new ideas; it means acknowledging mistakes but seeing them as an experience from which to learn; it means being aware of what happens beyond our schools so that we can predict future trends and remain in control of our destiny.

Strength in Numbers:

Each of our schools is different. Each serves its own community; each has its own history. But at the heart of all our schools is a strength brought about by working together within a multi-academy trust enabling shared resources, shared knowledge, shared experience and shared success. We never forget that as a Trust we are in the unique position of seeing through a child's education from the start, to the first words they read and write, right through to the time when they secure their first job or acceptance into higher education.

We are privileged and look forward to welcoming to the team staff who share our vision and high aspirations for our children, their families and the communities we serve.

Trevelyan is a safe, happy and inclusive school based around our key values of ENRICH – Encouraging, Nurturing, Respectful, Inspiring, Creative & Happy.

Our mission statement is: *Inspire and I will follow, make learning fun and I will enjoy, encourage and I will succeed, being respectful of others and things around me will make us happy, nurture and the future is bright.*

If you share these values and feel you can meet the needs of all of our pupils without limitation, I look forward to receiving and reading your application.

Yours sincerely,



Mr Mark Pritchard
Executive Headteacher

WELCOME TO ENGLISH AT TREVELYAN MIDDLE SCHOOL

Within Trevelyan, we have a passionate department committed to ensuring all children achieve their full potential. We are equally dedicated to the continuous development of an innovative, creative and relevant curriculum in line with our Pioneering Pedagogy.

We are a department of five teachers, including a Head of English and a Second in Charge, supported by a number of specialist staff from Learning Support. Together, we deliver six lessons per week for our Key Stage 2 pupils. We then deliver four lessons per week for our Key Stage 3 pupils. We also run a range of literacy-based interventions as well as being involved in coordinating reading for pleasure across the curriculum, through our Accelerated Reader scheme.

Vision

As a department, our shared goal is to deliver Outstanding Teaching and Learning. To achieve this, we are constantly developing extensively resourced units of work, with differentiated and personalised learning resources in place. However, teachers are free to develop their own lesson ideas within our units of work and risk taking is encouraged and celebrated. We have a strong sense of team spirit and regularly engage in shared planning and peer observation through our TMS Quality Improvement.

We are passionate about every child achieving their full potential, regardless of their background, learning needs and starting points. As such, we are very data-led in our teaching approach, identifying priority pupils and priority groups across the year. We are a Partners in Excellence school (PiXL) which we utilise to assist our Key Stage 2 students' success within their KS2 SATS Examinations for both Reading as well as Spelling, Punctuation and Grammar. For Writing, we have recently invested in the local borough's endorsed Pobble platform which allows for moderation across our neighbouring middle schools as well as across the trust.

As a department, we work collaboratively in order to identify the barriers that our students may face. As a result, we have developed a real expertise in providing for SEN, Pupil Premium and More Able pupils – something we have shared across the wider school on many occasions.

Equally important to us, however, is the pupils' enjoyment of their English provision. We are continuously redeveloping our curriculum map based on national developments in our subject area but also on pupil voice. As a result, we have a highly innovative curriculum that combines an ambitious absorption of literature, such as Chaucer and Orwell, with highly topical content. Our curriculum is not taught in half-termly "topics", rather short and pacey units of varying length. All units combined offer a plethora of reading and writing opportunities together with spoken language and the development of a child's social, moral, spiritual and cultural (SMSC) skills.

Outcomes

Our pupils make significant progress from their baseline in Year 5, in particular with their writing skills. At the end of Key Stage 2 statutory assessments, pupils achieve above the national average in reading and writing. Our combined score, together with mathematics, is significantly above the national average due to our principle of leaving no child behind.

Our pupils continue to make strong progress throughout Key Stage 3, where they take a 'transfer test' at the end of Year 8. We consider our Year 8 pupils to be 'Key Stage 4' ready at the point they leave and we consult termly with our Upper School English Leaders to ensure consistency.

Pupils repeatedly report greatly enjoying their English lessons. As such, we enjoy highly motivated pupils and positive behaviour.

Support and Opportunities

If you join us, you will be joining a highly supportive environment, where 'working together' comes naturally. You will be joining a team of experienced professionals, drawn from both secondary and primary backgrounds. With this in mind, we would be open to an individual of any experience. If you are an NQT, we have a proven track-record of delivering on both NQT and Aspiring Leaders' programmes.

Whatever your experience, we are happy to provide support which is tailor-made to your skills set as well as your evolving pedagogical practice. This might be with a particular Key Stage if you are joining us from a secondary or primary school.

Furthermore, we are also continuously open to fresh ideas and are looking for people who will bring their own experiences and new suggestions. As a team, we play an active role across the whole school in developing cross-curricular writing. This would be just one area where you might play an important role.

Job description

Job title	Main Scale Teacher
Line managed by	Subject Lead

JOB PURPOSE

- Secure and maintain high quality learning and teaching in order that students are able to make progress and achieve to their potential as successful, resilient and independent learners.
- Contribute to the overall ethos, work and aims of the Trust

KEY AREAS OF IMPACT

Strategic Direction:

- Establish and uphold the ethos of the school with students through the full implementation of policies;
- Implement school policy and procedure reflecting the school's commitment to high achievement, ensuring each student is treated as an individual and able to develop as successful learners;
- Contribute to the development of learning to learn and assessment for learning;
- Support the subject lead as required and directed in implementing the department development plan and to assist in evaluating the impact of the plan on teaching and learning.

Teaching and Learning:

- Establish and maintain an environment which promotes effective learning and provides an appropriate level of challenge for able students;
- Plan and deliver lessons in accordance with the agreed scheme of work / subject specification, taking account of the specific learning needs of students within the class;
- Plan homework or other out-of-class work to sustain individual learners' progress and to extend and consolidate learning through the marking of this work where appropriate;
- Actively promote personalised learning and assessment for learning opportunities within their subject for the benefit of the students;
- Analyse a range of relevant performance data for students in their classes and use this to plan future learning and inform target setting;
- Follow subject and school procedures for the assessment, recording and reporting of student attainment and progress including attendance at parents' evenings;
- Provide timely and relevant information enabling each student to understand their current levels of attainment and the action they must take to achieve to their potential, including report writing;
- Actively promote the development of effective subject links internally and between partner schools and the wider community (locally, nationally and internationally);
- Monitor attendance and behaviour of students in their classes in accordance with school policy taking appropriate action including contacting parents;
- Undertake the teaching of classes/groups as may reasonably be required by the Head of School or Line Manager.

Quality Assurance:

- Actively participate in performance management and professional development;
- Participate, at the request of the Head of School, in the school's monitoring, evaluation and review procedures including evaluation against quality standards and performance criteria;
- Evaluate the impact of their teaching on the progress of all learners and modify their planning and classroom practice where necessary.

Resource Management:

- Follow school procedures in the allocation and use of resources to support effective learning and teaching.

Professional competence and behaviour:

- Maintain professional knowledge and competence;
- Provide a professional, up-to-date and purposeful service;
- Be responsible for their own professional practice and decisions and take responsibility for identifying and meeting their own development needs.

Ethical standards and integrity:

- Establish, maintain and develop professional relationships based on confidence, trust and respect for all colleagues and stakeholders;
- Demonstrate sensitivity for students' and stakeholders' practices, culture and personal beliefs;
- Advance employment and professional practices that promote equality of opportunity, diversity and inclusion;
- Safeguard all confidential and personal data acquired as a result of professional relationships and not use it for personal advantage or for the benefit of third parties.

KNOWLEDGE AND SKILLS

Subject teachers should demonstrate knowledge and understanding of:

- Professional Standards required of all teachers in England;
- School policies and procedures;
- Secure knowledge of subjects/curriculum areas and related pedagogy across the full age range;
- Relevant statutory and non-statutory curricula and frameworks for identified subjects/curriculum areas;
- Schemes of work for subject(s) taught;
- Principles and practices in relation to managing learning and teaching, including behaviour;
- The appropriate application of ICT, literacy and numeracy to support teaching and wider professional activities;
- Health and safety issues as they relate to their particular subject area(s).

SAFEGUARDING

Pioneer Educational Trust is committed to safe-guarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring Service (previously CRB) check.

ADDITIONAL DUTIES:

- Liaise effectively with SENCO, and other appropriate persons to ensure that learners' with special needs (inc. gifted and talented) are given appropriate support;
- Attend parents' evenings and other events specified by the Head of School;
- Any teacher can expect to be designated as a form tutor. As such, any form tutor should adhere to the following roles and responsibilities:
  The form tutor's role is to:
  - Carry out statutory tasks, including completing registration accurately and on time;
  - Monitor and support learners' academic and social progress;
  - Monitor learners' attendance, punctuality and behaviour, taking direction from Head of Key Stage as appropriate;
  - Contribute to the tutees' spiritual, moral, cultural and social education;
  - Make him/herself available to parents/carers, where appropriate, for the purpose of discussing personal matters concerning a learner's welfare, behaviour and other concerns that may adversely affect successful learning;
  - Attend tutors' evenings, and other events specified by the Head of School;
  - Ensure learners' are prepared for learning including addressing uniform and equipment;
  - Encourage students to support and / or participate in school events including charitable events, PSA events etc.;

- Check that learners' diaries have been signed by their parent / carer, and sign learners' diaries every week;
- Ensure that all learners and their parents / carers have signed the Home/School Agreement;
- Implement pastoral initiatives led by senior management or the Head of Key Stage;
- Respond to subject reports through the writing of tutor reports.

- Play a full part in the life of the school community, support the school ethos and encourage students to follow this example;
- Actively promote school policies;
- Alert the Head in the event of any suspected Child Protection issues that may be affecting a learner;
- Reflect on and improve professional practice and take responsibility for identifying and meeting development needs;
- Undertake any other duty as specified by school teachers pay and conditions of service not mentioned in the above.

ADDITIONAL NOTES

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job profile is current at the date shown but in consultation with you may be changed by the Trust Leadership Team to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

Qualifications	Essential	Desirable
Degree and Qualified Teacher Status	✓	
Enhanced DBS	✓	
Ongoing CPD portfolio	✓	
Further degree or diploma		✓
Experience, skills and knowledge	**Essential**	**Desirable**
Knowledge and understanding of the National Standards for Teachers	✓	
Knowledge of the requirements of the National Curriculum	✓	
Evidence of successful teaching across the age and ability range	✓	
Ability to use assessment to raise standards of achievement	✓	
Ability to communicate effectively with pupils, parents and other professionals, orally and in writing	✓	
Knowledge of current educational issues, including ECM	✓	
Sound subject knowledge	✓	
Ability to use ICT effectively to support your professional role	✓	
Ability to use a SMARTboard		✓
An understanding of emotional literacy and developments to support learning and teaching, e.g. SEAL		✓

Personal qualities	Essential	Desirable
Be a team player	✓	
Ability to motivate and inspire pupils	✓	
Ability to use tact, diplomacy, sensitivity and good humour	✓	
Ability to work under pressure and determination to succeed	✓	
A willingness to learn new skills and approaches and work in partnership with others	✓	
Active participation in school developments, such as extra-curricular activities / educational visits / out-of-hours learning	✓	
Commitment to safe-guarding and promoting the welfare of children and young people	✓	
Willingness to undergo appropriate checks including enhanced CRB checks	✓	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓	
Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	✓	

Pioneer Educational Trust

preparing the way for others to follow

Why work with Pioneer Educational Trust?

Workload and wellbeing has been placed at the centre of Pioneer Educational Trust and we offer our staff the following benefits:

- Priority admission for children of staff
- Cross phase opportunities for career progression
- Free on-site car parking
- Interest free travel to work loans
- Free counselling and legal advice for all staff through an Employee Assistance Programme
- Enhanced employer pension contributions via excellent Defined Benefit Pension Schemes
- Enhanced maternity / paternity / adoption leave schemes
- Enhanced parental bereavement pay
- Corporate eye care scheme
- Lunch for staff at cost price
- Complimentary tea, coffee, milk and sugar throughout the school day
- Free annual seasonal flu vaccination
- Reward gateway with access to savings and discounts across a number of retailers and services
- Long service recognition; first milestone being 3 years
- Additional time during the school day to facilitate professional development
- Pay policy for support staff which is linked to teaching staff to ensure all staff are treated equitably
- Annual calendar of events shared with all staff at the start of the year which includes calendared 'No Meeting Weeks' and two week October half term
- No gradings of lessons or individuals
- Annual charity challenge providing staff with an opportunity to challenge themselves while raising money for charity
- Flexible approach to family commitments such as children's assemblies, sports days etc.
- Excellent ongoing CPDL
- WorkWell Committee & annual engagement survey to ensure we are always pioneering in prioritising staff engagement & satisfaction
- Work conscious marking & assessment practices
- Email protocol to protect time outside of the school day
- Early finish for teaching and non-teaching staff at the end of each long term