



Temple Mill Primary School

Maternity Cover Classroom Teacher Year 3 Candidate Briefing Pack

Welcome



As a Trust, we currently comprise of Medway secondary and primary schools. We have future growth plans extending into North Kent and have been selected by the DfE and Kent county Council to open a new secondary presumption free school in Margate in September 2022.

Our overarching aim and vision is for our member schools to deliver an outstanding education for children and young people. We endeavour to ensure that all our students have access to the highest standards of teaching, resources, and opportunities. The Trust’s role is to oversee the leadership and vision of member schools and to develop effective and supportive partnerships between them. We have a firm belief within the Trust that every child should have access to at least a good education.

We are proud that every academy inspected since joining our Trust has remained as a Good school. Temple Mill Primary School joined the Trust as a sponsored academy in December 2015 and has moved from Special Measures to a Good school.

Our schools serve their own community, and each has a unique identity. Being part of this Multi Academy Trust has already provided member schools with practical benefits. We want communities to be proud of their local THAT school and we are determined to make it the first choice for all families.

As Chief Executive, I am enormously proud of our schools and of the leaders, governors, teachers and support staff who every day ensure our pupils enjoy and make good progress in their learning.

Owen McColgan
Chief Executive
The Howard Academy Trust

Welcome to Temple Mill, a caring, friendly and inclusive environment that enables children to achieve all they can. We are privileged to have such wonderful children at Temple Mill, and we will always aim to ensure that every child gets nothing less than the very best they deserve.

We are a single form entry school with eight classes in, from Nursery to Year 6. As a small school, we soon get to know each other and we are pleased to enjoy positive partnerships with our parents and families.



We are developing an exciting enquiry led curriculum which is inspired by inquisitive learners and dedicated to giving our children a broad experience and deeper understanding of the topics they cover. Our aim is to equip children with the skills, knowledge and understanding to enable them to make informed decisions about the important things in their lives. Our school will provide solid foundations that children can take forwards into their futures.

We want each and every pupil and parent to say the Temple Mill name with pride. We promote our uniform, a sense of belonging and that everyone’s contribution is valued. We have a strong pupil voice here and it is influential in driving and supporting school improvement.

If you would like to know more about our school, you are welcome to come and visit. At Temple Mill our children very much enjoy talking about their progress and their pride in being part of the Temple Mill family.

We look forward to receiving your application.

Mrs Lisa Lewis
Co-Head of School
THAT Executive Headteacher (Primary)

Mr David Bignell
Co-Head of School

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



**THE
HOWARD
SCHOOL**

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



Temple Mill Primary School
210 Pupils on Roll
Rated Good by Ofsted
Located in Strood, Kent



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

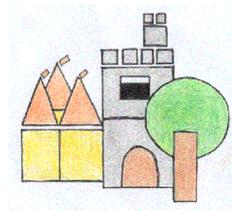


Thames View Primary School
420 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



**WATERFRONT
UTC**

Waterfront UTC
170 Pupils on Roll
Located in Gillingham,
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

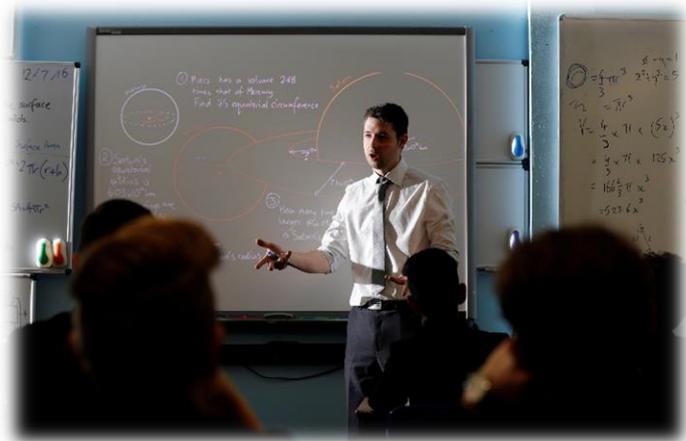
The Howard Academy Trust value employees that work for our organisation. The following benefits are available to employees within our academies.

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

- Free Confidential Counselling Service

Professional Development

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



About Temple Mill Primary School



Temple Mill Primary School is a community primary school serving the full primary age range from 3 to 11. At present there are 210 children on roll. On 1 December 2015 Temple Mill Primary School became part of the Howard Academy Trust.

School Characteristics

NOR:	210 + 26 Nursery
Age Range:	3-11
Gender of Pupils:	Mixed
OFSTED Rating:	Good
Disadvantage (PP + FSM):	24%
SEN:	11%
EAL:	19%

Temple Mill Primary School is sponsored by The Howard Academy Trust. Outcomes for students have increased substantially and in 2018 the school moved into the top ten highest achieving schools in Medway.



Classroom Teacher Job Description



Job Title: Classroom Teacher Yr 3 - Maternity Cover
Responsible to: Head of School
Remuneration: MPS

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:

Quality of Education

- Contribute to the development the curriculum focusing on enquiry, coherence and cumulative knowledge and skills for future learning.
- Deliver high quality inclusive teaching according to the requirements of our curriculum and ethos.
- Work with the SENDCO the ensure the provision provided for pupils with SEND will enable them to achieve the best possible outcomes.
- Make effective use of formative and diagnostic assessment to inform teaching and learning

Personal Development

- Engage in CPD to continue to support practise and school improvement.

Personal and professional conduct

Values and behaviour

Teaching Staff play a vital role in assisting teaching staff to make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

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 at all times.

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).

Classroom Teacher Duties

Duties and responsibilities specific to the post:

- Be an excellent classroom practitioner adapting teaching styles to suit all groups of learners
- Ensure planning of work is differentiated appropriately and evaluate the impact on progress and attainment for all groups of learners
- Use assessment to set clear targets for improvement of pupils' achievement and monitor pupils' progress towards those targets
- Use appropriate teaching learning strategies to communicate clear learning objectives and expectations for achieving excellence
- Secure a good standard of behaviour for learning within the classroom through establishing appropriate rules and high expectations which pupils respect, acting to pre-empt and deal with inappropriate behaviour in the context of the school's behaviour policy
- Be familiar with the SEND Code of Practice and support and plan for pupils' needs accordingly
- Evaluate your own teaching critically to improve effectiveness
- To work as part of a strong team to evaluate and accurately assess children's learning needs
- To encourage children's initiative, creativity, responsibilities and independence

Curriculum leadership responsibilities:

- Develop expertise in the subject area
- Keep abreast of the subject area through research and CPD
- Act as a consultant to other staff
- Produce, in consultation with colleagues, written policies and guidance; lead staff in the discussion of policy
- Oversee the effective use of curriculum resources

- Ensure legal compliance with statutory curriculum guidance
- Coach colleagues to ensure good practice
- Monitor and assist in the evaluation of the delivery of a subject area across the school
- Network and liaise with colleagues in other schools to ensure equity and continuity
- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies throughout the school

Strategic direction and development:

- Formulate and support the aims, ethos, vision and policies of the school
- Develop positive working relationships and sustain motivation
- Contribute to the achievement and implementation of the school's development
- Contribute to the school's self-evaluation
- Develop, implement, monitor and maintain policies and practices which reflect the school's commitment to high achievement and which are consistent with national and school strategies and policies
- Develop links with the wider community, especially parents

Generic duties and responsibilities:

- All teachers - with the support of the school's designated DSL - have a responsibility for providing and safeguarding the welfare of children and young people
- To be familiar with and support any health and safety procedures and medical routines
- To attend meetings in school and outside school, as appropriate to the role
- Positively promote the school's policies on Equal Opportunities

Additional Duties:

- To support pupils, parents, teachers and the school to establish a supportive and nurturing learning environment in which children make good academic progress.
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example; and
- At the request of the Head of School may be expected to undertake/complete any reasonable duties expected of a Classroom Teacher.

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 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.

The working week is 32.5 hours per week. This position is 0.5 FTE, 16.25 hours per week, 2.5 days per week Wednesday afternoon - Friday.

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 Academy Trust is committed to safeguarding children and successful candidates will be subject to an Enhanced DBS check along with robust employment processes and checks which are in place across the Trust.

Temple Mill Primary 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	
<ul style="list-style-type: none"> Teaching Qualifications Degree or equivalent 	<ul style="list-style-type: none"> Evidence of ongoing Professional Development
Experience	
<ul style="list-style-type: none"> Outstanding teaching experience Experience of implementing strategies to raise pupil 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 	<ul style="list-style-type: none"> Experience of working within a school environment
Knowledge and Understanding	
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> • 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 complete their application via tes.co.uk.

Important Information for Applicants

- Visits Please email office@templemill.medway.sch.uk to arrange a tour of the Academy. Covid-secure safety measures and social distancing are in place and observed at all times following the latest government guidelines.
- Closing Date: Friday, 29 January 2021
- Interviews: TBC

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.