

Trevelyan Middle School





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 recruit people for attitude and train for skills

We aim to recruit staff who aspire to being outstanding. We would rather make no appointment than appoint someone who is not suited to our ethos. For this reason we try to articulate clearly our vision, values and expectations when putting together information for applicants and we always give a lot of attention to appointing the right person.

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 Academy 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.

Trevelyan's mission statement: *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,

A handwritten signature in black ink, appearing to read 'Mrs N Chandler', with a stylized flourish at the end.

Mrs N Chandler
Head of School

Dear Candidate,

I write to you as the CEO of Pioneer Educational Trust to, first of all, thank you for your interest in Trevelyan Middle School.

Trevelyan Middle School joined the Trust in November 2016 and a number of changes have taken place that have enable our young people to achieve excellent SAT results.

I believe you should know more about our Trust's mission and aims. First and foremost, our Trust is determined to provide the best for the staff to enable them to provide the best for the pupils. It is not a surprise, therefore, that investment in staff is our main priority. We believe that people do their best in an honest and open environment where they are challenged to be the best that they can be, developing and learning in a supportive atmosphere.

Pioneer also stretches beyond the three schools in the Trust to the local area as well as to the national and international agendas. We have responded to the challenge of a self-improving system and will stand up to be counted as system leaders.

Our mission is grounded on four essential pillars which our schools embrace. These are:

- **collaboration and partnership** on which all our plans to support each other are based;
- **aspiration** which involves risk-taking, innovation and a growth mind-set;
- **commitment and responsibility** because we believe that we have a collective moral responsibility to provide the best education for the pupils in our care; and
- **growth** as we invest heavily in our workforce and provide opportunity for development, seeing the potential in everyone, valuing different types of talent and celebrating difference.

We want to encourage anyone, of any background, of any experience, to contribute to the success of Pioneer Educational Trust. We aspire high and believe in inspiring each other.

Pioneer is here to serve and provide all its members with the best experiences possible. We need proactive, forward-thinking people who are excited about the future, rather than daunted by the task of challenging the norm. We aim to excel as professionals.

We are excited and confident about the future and hope you are too. If that is the case, I am looking forward to considering your application and to welcoming you at Trevelyan Middle School and Pioneer Educational Trust.

Yours faithfully,



M Hernández Estrada, Chief Executive Officer, Pioneer Educational Trust

*By **releasing potential**, Pioneer **transcends barriers** through **aspiration, merit and risk**. Working in **collaboration and partnership** and **investing in others**, Pioneer engenders **determination, commitment and responsibility** to better society through **education and learning**, never accepting mediocrity"*

WELCOME TO ENGLISH AT TREVELYAN MIDDLE SCHOOL

Overview

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.

We are a department of five teachers, including a Head of English and a Second in Charge, supported by a number of specialist HTLAs. 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. In addition, our Key Stage 2 pupils also receive a weekly discreet Spelling, Punctuation and Grammar lesson. We also run a range of literacy-based interventions as well as being involved in coordinating literacy across the curriculum.

Vision

As a department, our shared goal is to deliver 'Outstanding' teaching & learning. To achieve this, we are constantly developed 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, both formally and informally.

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, but then working collaboratively to identify the barriers they may face. As a result, we have developed a real expertise in providing for SEN, EAL and More Able pupils – something we have shared across the wider school on many occasions.

Equally important to us, however, is 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 consequence, we have a highly innovative curriculum that combines an ambitious absorption of literature, such as Chaucer and Orwell, with highly topical content, such as analysing the speeches of Donald Trump. Our curriculum is not taught in half-termly "topics", rather short and pacy units of varying length. All units combined reading and writing together with spoken language and the development of a child's social, moral, spiritual and cultural (SMSC) skills. Our curriculum is a particular point of pride and something we have recently shared with the wider multi-academy trust. We complement our classroom based work with an extensive programme of 'beyond classroom' experiences, including a theatre trip for all year groups – often to London's West End.

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 through 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.

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 or none. If you are an NQT, we have a proven track-record of delivering on both NQT and other training programmes; as such, we would welcome your application.

Whatever your experience, we are happy to provide support where you may feel you need it. This might be with a particular Key Stage if you are joining us from a secondary or primary school. It could also be something of a technical nature, such as ICT or data support.

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 literacy. This would be just one area where you might play an important role.

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|---|---------------------------|
| Job title | Main Scale Teacher |
| Line managed by | Subject Lead |
| JOB PURPOSE <ul style="list-style-type: none"> 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 <p>Strategic Direction:</p> <ul style="list-style-type: none"> 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. <p>Teaching and Learning:</p> <ul style="list-style-type: none"> 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. <p>Quality Assurance:</p> <ul style="list-style-type: none"> 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.

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 principal 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 to reflect or anticipate changes in the job commensurate with the grade and job title.

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Where to find us

We offer information, advice and counselling 24 hours a day, 7 days a week.

Call 08000 856 148

Online access to support is only a click away.

Log on: www.educationsupportpartnership.org.uk/online-support

Username: **worklivesupport**

Password: **support1**

"I found the service provided to be excellent in all respects and very useful to me at a difficult time in my life. My counsellor was sympathetic, compassionate and supportive. Many thanks."

Special School employee

edsupport.org.uk



Your Employee Assistance Programme

Advice and support for wellbeing



Supporting you to be your best



Supporting you in your everyday life

Education Support Partnership are here to support you through the inevitable ups and downs of everyday life. Our range of services include:

- Specialist information on a wide range of work-life issues
- Emotional support and counselling for a wide range of personal and work issues
- Legal guidance
- Financial guidance and debt counselling
- Child and dependent care support and advice
- Support for managers
- Up to 6 sessions of face-to-face counselling

"The only thing is I wish I had seen a counsellor much before I did. It has really helped me change my way of thinking and how I deal with things."

Primary School employee

Benefits to you

| | | |
|--|---|---|
| | Support and counselling for home-life issues | Specialist support for challenges such as relationship breakdown, bereavement or infertility. |
| | Support and counselling for work-related issues | Specialist telephone support for issues related to work. |
| | Financial and Legal | Our qualified legal professionals provide specialist support on a range of personal issues. |
| | Specialist information | CAS-type advice offering information and signposting. |
| | Support for Managers | A support service for managers, dealing with important and challenging people issues. |
| | Fast Access | You can access support via email, live chat, or telephone 24 hours a day. |

Supporting you in difficult times

Sometimes we face major life events, such as bereavement or serious illness, which challenge our usual ability to cope. Our expert team are specially trained to provide practical assistance and emotional support to help you through the most difficult times.

For our team of experts, there really is no problem too big or too small!

- Confidential access, 24 hours a day, 365 days a year
- Support when you need it
- Completely free to you*
- Whenever and as often as you need us



*For those with access to the service