



PRIDE IN OUR SUCCESS

## Director of Learning – Humanities Faculty

# Introduction from the Executive Principal



Dear Colleague,

**I am delighted that you are interested in a position with The Skinners' Kent Academy Trust.**

The Skinners' Kent Academy is a non-fee paying, co-educational, all-ability secondary school. The Academy is funded by the DfE and sponsored by The Skinners' School, a grammar school for boys together with the Skinners' Company, one of the 'Great Twelve' livery companies of the City of London.

The Academy is founded on the principles of a commitment to ensuring high standards and high aspirations, of active participation, an emotionally rich learning environment and an inclusive culture where every child is known and every learner supported.



The main aim of the Academy is to provide the highest quality of education for students, in Year 7 to Year 11 and the Sixth Form. The Academy is committed to both raising and reflecting the aspirations within the local community and in doing so, providing high quality education and social and economic benefits for all.

The Academy moved into its state-of-the-art new building in April 2013 providing truly outstanding facilities, not only for the Academy's students and staff but also for the wider community. The Academy is consistently a popular choice of parents and continues to expand due to the demand for places. Having been oversubscribed in Year 7 since 2014, 60 additional places have been made available Year 7 students to join the Academy from September 2019 taking numbers from 180 to 240 in the year group and again for 2020. We are delighted that even more students are able to benefit from the exceptional learning environment and opportunities the Academy provides.

In September 2015 the Skinners' Kent Primary School opened and became part of the Trust, relocating to its new site at Knights Wood and is the newest member of The Skinners' family of Schools.

Our schools are supported by an experienced specialist Trust Central Team, providing high quality Finance, HR, Estates, Catering and IT support which ensures smooth running and cost effectiveness. Our Governors seek to ensure that all our young people receive a truly inspiring education and their support, challenge and expertise is greatly valued.

We aim to find and develop everything that is exceptional in each child and let it flourish within a framework of high expectations. We strive to motivate and inspire our students to achieve of their very best and to set course on the brightest of futures. If you have similar aspirations for young people and want to work within a dynamic learning environment where innovation and collaboration are valued, staff development and wellbeing an integral part of the way we work and where the highest standards of everyone in our school communities are expected at all times, then we would be very interested in receiving an application from you.

**Dr Hilary Macaulay**  
**Executive Principal**  
**The Skinners' Kent Academy Trust**



# The Skinners' Kent Academy Trust



**The Skinners' Kent Academy Trust is supported by its original sponsor The Skinners' School, a grammar school for boys in Tunbridge Wells, and the Skinners' Company, one of the original 'Great Twelve' London livery companies.**

The Skinners' Company has long experience of establishing, running and supporting excellent schools, notably in West Kent. The Company is now responsible for seven schools: Tonbridge School, The Judd School in Tonbridge, The Skinners' School, The Skinners' Kent Academy (SKA) and Skinners' Kent Primary School (SKPS) in Tunbridge Wells, Skinners' Academy in London and The Marsh Academy in Folkestone. Skinners' Kent Primary School, which opened in September 2015 is the newest school in the family. It is part of The Skinners' Kent Academy Multi Academy Trust, set up in 2015 to incorporate the primary school with the secondary academy. It opened initially on The Skinners' Kent Academy site, but moved to its own new building in the North Farm area of Tunbridge Wells in September 2016.

The Skinners' Kent Academy is an International Baccalaureate World School, currently offering the Middle Years IB programme (MYP) and the International Baccalaureate Career-related Programme (IBCP).

Skinners' Kent Primary School works alongside The Skinners' Kent Academy to provide an all-through IB ethos by delivering the International Baccalaureate Primary Years Programme (PYP). The Academy also provides support and specialist facilities to the Primary School. The IB is underpinned by a philosophy and determination to develop internationally minded people who recognise everyone's common humanity and are ready to share responsibility to create a better, more peaceful world. The IB Learner Profile is at the heart of our educational philosophy and encourages our pupils and students to be inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open minded, well balanced and reflective.

The Multi Academy Trust (MAT) is governed by a MAT Board, the majority of whose members are also members of the Skinners' Company. The MAT Board determines the vision and strategy for the Trust, and has responsibility for its financial security and probity as well as ensuring the organisation provides excellent value for money in delivering an outstanding education for its students and pupils. Four Committees support the work of the MAT Board, and these comprise a MAT Staffing and Pay and a MAT Finance and Resources Committee as well as a Local Governing Body for both SKA and SKPS.



# Our vision and values



**The Skinners' Kent Academy Trust is founded on the principles of a culture of high standards, high aspirations and active participation, an emotionally rich and inclusive learning environment where every child is known and every learner supported.**

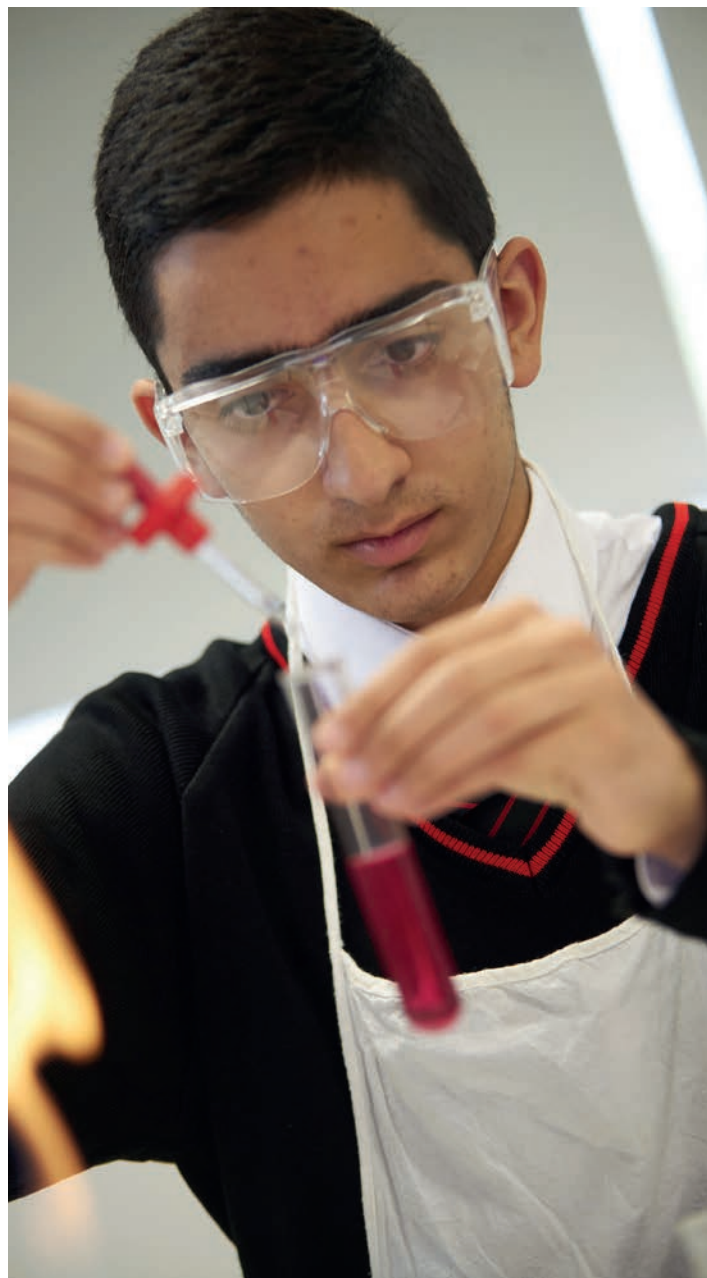
We take pride in our success and to achieve this we set high standards with clear expectations. We focus on encouragement, underpinned by good discipline.

Our mission is clear – to develop a passion for learning and achieving. The Skinners' Kent Academy Trust seeks to create, develop and maintain an education that focuses on providing opportunities for success for all and celebrating

the achievements of everyone in all aspects of life within the Trust. In particular we wish to support young people to recognise the potential that they have, and then to fulfil that potential through every stage of their learning journey.

Staff, students and parents work together to ensure that pride in our success means:

- pride in our **work**;
- pride in our **behaviour and attitude**;
- pride in our **attendance and punctuality**;
- pride in our **uniform and the way we look**;
- pride in a **commitment to learning and achievement**; and
- pride in our **contribution to our community**.





# Royal Tunbridge Wells



**Over 400 years ago a natural spring welled up from the ground and it was named 'The Tunbridge Wells' (the wells near Tonbridge).**

Today our charming historic town, only 30 miles south east of London and a 45 minute train ride from the capital, is close to the unspoilt beauty of the surrounding High Weald Area of Outstanding Natural Beauty (AONB) and boasts the elegant charm of The Pantiles. For years Queen Anne visited, but when Queen Victoria made the town part of her regular holiday sojourns 'Royal' Tunbridge Wells, the town, came into being, hence the addition to the original name.

Royal Tunbridge Wells is highly accessible with excellent schools and a wide range of places to live and types of accommodation, both locally and a short distance away amidst the rolling hills, picturesque villages of Kent and



East Sussex, ancient woods and open heaths. The area is well known for its world-famous gardens, fairy-tale moated castles and mellow country manors. The coast is also a short drive south. Tunbridge Wells is at the hub of a series of roads, the primary ones being the A26, which runs from Maidstone to Newhaven; the A264, which runs from Five Oaks to Pembury (via Crawley and East Grinstead); and the A267, which runs south from Tunbridge Wells to Hailsham. The A21 passes to the east of the town, following the route of its turnpike ancestor, from London to Hastings.

Many professional people move out of London into the area to enjoy the excellent living environment and quality of life whilst also having all the convenience of the major high street and local shops and selection of first-class restaurants, bars and cafes nearby.



## The Faculty of Humanities

The Faculty of Humanities consists of the departments of History, Geography, Religious Studies and Global Philosophy and Ethics.

The Faculty is a dedicated and dynamic team, who are committed to achieving the best outcome for our students. Housed in their own wing of the Academy, excellent facilities support the desire to drive not only each subject individually but also to facilitate a better understanding of our students' ability to make links across the subjects.

Faculty leads work collaboratively supporting the work of the SLT and Academy staff to ensure all students achieve their best, enjoy their school years and have pride in their success. The successful candidate will lead the strategic vision of the Faculty, ensuring the curriculum and student experience prepares our students for their next steps, supporting the development of staff within the Faculty and ensuring excellent progress from all.

### History

History is offered to all students at Key Stage 3, Key Stage 4 (AQA specification) and Key Stage 5 as part of the International Baccalaureate Careers Related Programme (IBCP). The ambitious History curriculum seeks to enrich student experience through the offer of international trips to Berlin and Krakow to learn more about World War Two and the Cold War. The department also runs trips to the GCSE site study (Elizabethan England) and have taken students to Hardwick Hall and the Globe Theatre.

History plays an integral role in the delivery of the International Baccalaureate Middle Years Programme (Years 7-9) which puts developing the student as a global citizen in an ever-changing world at the heart of learning. Students are taught an exciting curriculum which focuses on developing the knowledge and skills to support the AQA GCSE History syllabus. This focuses on Elizabethan England 1569-1603, Germany 1890-1945, Health 1000-present day and Conflict and tension (the Cold War) 1945-1972. The International Baccalaureate Learner Profile is threaded through the curriculum and seeks to develop learners as: knowledgeable, reflective, thinkers, caring, inquirers, open-minded, communicators, balanced, risk takers and principled.

### Geography

Geography is offered to all students at Key Stage 3, Key Stage 4 (Edexcel B specification) and at Key Stage 5, as part of the

International Baccalaureate Careers Related Programme (IBCP). Geography plays an integral role in the delivery of the International Baccalaureate Middle Years Programme (Years 7-9) which puts developing the student as a global citizen in an ever-changing world at the heart of learning. Students are taught an exciting curriculum which focuses on developing knowledge of human and physical Geography as well as develop key foundational skills which will help them succeed at GCSE.

### Learning beyond the classroom

Year 10 students complete urban fieldwork as part of the GCSE curriculum in London and study coastal management and processes at Eastbourne. This provides students with opportunities to apply what they are learning to real life contexts and build key skills needed for further study and employment. The department also runs Eco Club with the aim of raising the profile of climate change and promoting sustainability within the Academy. Empowering young people to voice their opinion on key issues and take action is integral to our vision and we will continue to strive for excellence in enriching the educational experience for all of our students and look forward to building our team with inspiring teachers who can bring Geography to life.

### Religious Studies

Religious Studies is offered to all students across all key stages. In Key Stage 4 students can opt to take Religious Studies GCSE (AQA option A 8062 specification). Religious Studies plays an integral role in the delivery of the International Baccalaureate Middle Years Programme (Years 7-9) which puts developing the student as a global citizen in an ever-changing world at the heart of learning. Students are taught an exciting curriculum which focuses on developing knowledge of the main world religions whilst developing more reflective skills by considering moral issues and developments in philosophical and human thinking and behaviour. Alongside these important areas are the means to which we develop key foundational skills which will help them succeed at GCSE level and beyond.

### Learning beyond the classroom

There are no required or set elements of study within the GCSE curriculum which requires going beyond the classroom. However, students have been to places such as Krakow in Poland and seen first-hand the devastation that happened to communities, towns and cities. This trip





included going to Auschwitz, an education highlighting the dangers of religious persecution and discrimination. The Faculty also runs Eco Club with the aim of raising the profile of climate change and promoting sustainability within the Academy, major attributes when studying world and moral issues. Empowering young people to voice their opinion on key issues and take action is integral to our vision and we will continue to strive for excellence in enriching the educational experience for all of our students.

## Global Philosophy and Ethics

Global Philosophy and Ethics (GPE) is offered to all students from Year 7-10 (one lesson per week in Year 7 and 8 and one lesson a fortnight in Year 9 and 10). It is an exciting and ambitious curriculum through lessons which support and guide students in learning about Personal, Social, Health and Economic Education (PSHE) as well as becoming moral and principled individuals as part of the Middle Years Programme.

The International Baccalaureate Learner Profile is threaded through the curriculum and seeks to develop learners as knowledgeable, reflective, thinkers, caring, inquirers, open-minded, communicators, balanced, risk takers and principled. Students explore:

- the importance of values and diverse communities;
- sex education;
- personal finance;
- careers;
- mental health and wellbeing;
- online safety; and
- ethical dilemmas and issues.

We are continually reviewing our curriculum to ensure it is up to date and will equip students for life in the ever-changing 21st Century.

## Post-16 Humanities Teaching

Uptake in Humanities subjects continues to be incredibly popular option for our Sixth Form students. The Humanities Faculty currently offers:

- IB History;
- IB Geography;
- IB Socio-Cultural Anthropology;
- Applied Psychology; and
- Applied Health and Social Care.

## Social and Cultural Anthropology

Social and Cultural Anthropology (SCA) plays an integral role in the delivery of the ethos of the International

Baccalaureate. We believe that through studying the subject, the students broaden their outlook on the world around them and as a consequence become more tolerant and understanding of different cultures. As well as studying anthropological theories, students study a number of ethnographies in detail which they use as the basis for their understanding of the course. Students also complete an Internal Assessment which involves anthropological fieldwork on an issue of their choice.

## Learning beyond the classroom

SCA students complete an Internal Assessment which involves independent fieldwork in the local area. This provides them with opportunities to apply what they are learning to real life contexts and build key skills needed for further study and employment. The department also takes part in the Model United Nations Assembly which empowers the students to voice their opinion on key issues within a forum involving other local schools.

## Psychology

BTEC Applied Psychology is offered to all students at Key Stage 5 as part of the International Baccalaureate Careers Related Programme (IBCP). Psychology is a popular subject choice at Year 12 and many students are interested in pursuing further education opportunities in this discipline. Students have seven lessons per fortnight in which they learn about Psychological Approaches and their application to gender, aggression and consumer behaviour as well as Research Methods. In Year 13 students study Health Psychology and an optional unit which is Psychopathology. Both Research Methods and Psychopathology are internally assessed.

## Health and Social Care

Pearson BTEC Level 3 National Extended Certificate in Health and Social Care (HSC) is offered to all students at Key Stage 5 as part of the International Baccalaureate Careers Related Programme (IBCP). Students have seven lessons per fortnight to study Health and Social Care and the opportunity to engage in work place learning.

In Year 12, they complete units on Working in Supporting Individuals with Additional Needs and Human Lifespan Development. In Year 13, students learn about Working in Health and Social Care and Meeting Individual Care and Support Needs. Both Working in Supporting Individuals with Additional Needs and Meeting Individual Care and Support Needs are internally assessed.



## Director of Learning – Humanities Faculty

**Salary:** L10-13 (scale dependent on experience)

**Responsible to:** Vice Principal Curriculum, Progress and Learning

**Responsible for:** Leadership and management of the Humanities Faculty

**Working pattern:** Refer to School Teachers' Pay and Conditions Document

**Key relationships:** SLT; Academy Leadership Team; Heads of Faculty and Subjects; students; teaching and associate staff; and parent/carers.

### 1 Job purpose

- To be part of the extended Senior Leadership Team, supporting the core SLT across the Academy
- To support the Senior Leadership Team through contributing to the overall leadership and management of the Academy
- To support actively the vision, ethos, culture and policies of the Academy and to take corporate responsibility for delivering this vision
- To be responsible for the academic learning and progress of students and work to identified key performance indicators in this regard
- To lead in areas of core responsibility, as designated by and agreed with the Executive Principal
- To develop a first-class, broad and balanced Humanities Faculty that will raise standards and have a positive impact of the student experience and their learning
- To work to the professional duties set out in the School Teachers' Pay and Conditions Document and meet all requirements as appropriate of the Teachers' Standards
- To raise standards at the Academy through the delivery of the Academy Improvement Plan.

### 2 Key responsibilities

- To agree, monitor and evaluate Faculty student progress targets, which make a measurable contribution to whole Academy targets, including robust data management, moderation and organisation of any necessary catch-up and extension workshops
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students in accordance with the aims of the Academy and the curricular policies determined by the Governing Body

and Executive Principal and in line with the Academy's vision

- To create a Faculty Improvement Plan which contributes positively to the aims and achievement of the Academy Improvement Plan and which actively involves all Faculty teachers in its design and execution
- To research and monitor all available and appropriate courses and qualifications and the exam boards which will support the development of the curriculum offer for SKA students, under the Humanities Faculty
- To provide regular feedback for Faculty colleagues in a way which recognises good practice and supports their progress against performance
- To review and monitor the delivery of Performance Appraisal objectives according to the Academy timeline resulting in a clear and tangible impact on student learning
- To hold others to account for underperformance, where required, and to put in place appropriate support plans to improve performance.
- To assist the Executive Principal and the VP Curriculum, Progress and Learning in the annual review of the standards of leadership, teaching and learning in the Faculty area, consistent with the Academy self-evaluation approach
- To ensure all Faculty staff understand, and are actively implementing, the key aspects of the Academy's behaviour and inclusion policies including the celebration of student success e.g. assemblies, displays, awards, rewards, publicity, curriculum enhancement days
- To oversee and evaluate the Faculty budget allocation to ensure the budget is spent in line with Faculty learning priorities and best value principles
- To engage all Faculty staff in the creation, consistent implementation and improvement of schemes of work/unit planners which encapsulate key Academy learning strategies and best suit the development of the Faculty curriculum
- To oversee the induction and development of ITT students and NQTs in the Faculty
- To monitor staff attendance. To liaise with VP Curriculum, Progress and Learning re attendance issues and carry out duties as requested in accordance with Academy policy on staff attendance
- To ensure effective communication/consultation as appropriate with the parents of students including the monitoring and evaluation of Faculty reports to parents





- To foster and oversee the application of ICT in the Faculty as an effective tool for learning
- To be a good/outstanding practitioner and to model high teaching and learning expectations within the Academy by example in the classroom and through lesson observation feedback and coaching
- To attend Governing Body meetings and committees as required.
- To line manage staff with responsibilities within the Humanities Faculty.

### 3 Additional duties

- To comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection, freedom of information and report all concerns to the appropriate person.
- To develop constructive relationships and liaise between managers/teaching staff and support staff and lead by example.
- To develop positive relationships and communicate with other agencies/ professionals working within and outside the Academy community
- To work flexibly to promote extra-curricular activities and out-of-hours learning which enhance learning opportunities.
- To engage in relevant continuous professional development opportunities and performance management arrangements.
- To assist in the preparation and review of Academy Policy documents and ensure the Academy Improvement Plan, in relation to the area of responsibility, is continually monitored and reviewed
- To undertake other duties as may reasonably be assigned by the Executive Principal or the Academy Trust, recognising that the duties of this post may vary from time to time without changing the general character of the post or level of responsibility.

This job profile is subject to review to complement the Trust's Performance Appraisal Framework.

In addition to leadership responsibilities, staff are also expected to meet Teacher Standards as highlighted below.

### Part one: teaching

A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

#### 2 Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes
- Analyse students' data and test/exam performance to inform planning and intervention.
- Plan teaching to build on students' capabilities and prior knowledge
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate 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
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework according to the Academy timetable and plan other out-of-class activities to consolidate and



extend the knowledge and understanding students have acquired

- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

## **5 Adapt teaching to respond to the strengths and needs of all students**

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, 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.

## **6 Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback
- Follow the Academy assessments reporting policies.

## **7 Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour for learning policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the Academy including co-curricular
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Plan with and deploy support staff effectively to engage fully in learning and progress.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to students' achievements and wellbeing.
- Work with other professionals as needed e.g. speech and language, EP etc.

## **Part two: personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Academy, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- 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; and
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach, and maintain high standards in their own attendance and punctuality.





Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **Part three: Year Group Tutor**

The role of a Year Group Tutor is to:

- act as a personal tutor within the house system;
- be responsible for the welfare and academic progress of their personal tutor group;
- act as the first point of contact for parents;
- monitor and improve attendance rates for the tutor group/class;
- be responsible for the Academy's reward system within the tutor group/class;
- meet regularly with the Head of Learning and attend house team meetings;
- support inter-house activities as arranged by the Head of House;
- ensure that students follow the Academy's uniform policy;
- ensure that students follow the Academy's rules and policies; and
- set a good example in terms of dress, punctuality and attendance.

### **Part four: other duties and responsibilities**

- To carry out other duties that the Executive Principal of the Skinners' Kent Academy Trust may reasonably request.

This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework.

# Person specification



Criteria	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Relevant first degree</li> <li>• Qualified teacher status.</li> </ul>	<ul style="list-style-type: none"> <li>• Education or Management qualifications</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Proven record of sustained and successful subject delivery and ideally middle leadership and management within at least one secondary school</li> <li>• Proven record of improving standards of teaching and learning within subject and ideally middle leadership level within at least one secondary school</li> <li>• Evidence of good/outstanding classroom practice and clear demonstration of the ability to mentor/coach/model best practice to others</li> <li>• Awareness of major developments in the curriculum and educational research, especially in regard to differentiation and special educational needs, and knowledge and understanding of models and theories of learning</li> <li>• Awareness and understanding of current legislation relating to all vulnerable groups and a proven record of actively promoting equality and diversity</li> <li>• Extensive and successful experience of developing targeted intervention strategies based upon student performance data to accelerate student progress and attainment</li> <li>• Proven record of developing teachers within a subject discipline and fostering appropriate professional relationships which allow both support and challenge</li> <li>• Evidence of implementing excellent behaviour management strategies leading to significant improvements to student attitudes to learning</li> <li>• A strong understanding and commitment to the Academy vision</li> <li>• Evidence of understanding child protection and safeguarding matters and the actions required to comply with national policy</li> <li>• Good knowledge of relevant health and safety legislation as appropriate for a Faculty leader.</li> <li>• Evidence of translating policy into effective practice and keeping up to date with research in school improvement and national education policy</li> <li>• Evidence of working effectively and establishing positive relationships with a range of internal and external stakeholders</li> <li>• Knowledge and understanding of the principles of assessment and effective record keeping and their use to promote the education, personal development and progression of the students.</li> <li>• Excellent classroom teacher, with a clear commitment to improving the quality of pupils' learning</li> <li>• Extensive knowledge of the taught Curriculum</li> <li>• Experience of using a range of classroom management strategies to promote high quality learning for all children</li> <li>• Use of assessment data to raise standards</li> </ul>	<ul style="list-style-type: none"> <li>• Across a number of school settings</li> <li>• Experience of leading training for colleagues</li> <li>• Experience of strategic management.</li> </ul>





Criteria	Essential	Desirable
<b>Experience</b> Continued	<ul style="list-style-type: none"> <li>• Experience of successful and innovative teaching in Key Stages 3,4 and 5</li> <li>• Excellent ICT skills</li> <li>• Evidence of a commitment to extended learning for students beyond the classroom.</li> </ul>	
<b>Professional learning</b>	<ul style="list-style-type: none"> <li>• Commitment to continuing personal and professional learning</li> <li>• Ability to contribute to colleagues' professional development.</li> <li>• Evidence of commitment to own professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to develop.</li> </ul>
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Ability to create a happy, challenging and effective learning environment</li> <li>• Commitment to the vision and ethos of the school</li> <li>• A passion for the subject and knowledge and skills to inspire students</li> <li>• A subject specialist</li> <li>• A creative approach to teaching and learning to engage and further children's interests</li> <li>• Commitment and ability to ensure all pupils achieve well and an interest in how students learn</li> <li>• Excellent inter-personal skills and the ability to establish good working relationships with a wide range of people including students, parents and carers, colleagues and Governors</li> <li>• Ability to communicate effectively and accurately, in writing and orally</li> <li>• Ability to inspire, challenge and motivate others to work towards common goals</li> <li>• Ability to prioritise, plan and organise self and others</li> <li>• Energy, imagination and personal commitment</li> <li>• A sense of humour</li> <li>• Reflective and analytical</li> <li>• To have high expectations and aspirations of all children</li> <li>• To have a willingness to be involved in the wider side of school life</li> <li>• Commitment to the safeguarding and promoting the welfare of children</li> <li>• Commitment to Health and Safety, including staff wellbeing and equal opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the use of ICT as a management tool.</li> </ul>
<b>Personal attributes</b>	<ul style="list-style-type: none"> <li>• Flexibility to cope with diverse needs of the role</li> <li>• Resilience to work under pressure</li> <li>• Positive, personable and optimistic</li> <li>• Commitment to high educational, professional and personal standards</li> <li>• Understanding of the importance of maintaining confidentiality</li> <li>• Commitment to equal opportunities and valuing diversity.</li> </ul>	

# Application and candidate selection process: our Candidate Charter



We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

## We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will ensure you get the answers you need;
- respond to enquiries promptly and usually within 24 hours during the working week;
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview, well in advance;
- provide you with real insight about what it's like to be part of our team;
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.



## In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations;
- provide open and accurate information when submitting an application;
- always give yourself the best opportunity to succeed – research who we are and how we work;
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

## Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding** You will be given everything you need to make informed decisions
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential
- **Feedback** We will provide constructive feedback professionally and promptly
- **Listening** We welcome feedback and we'll act on what you have to share
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse workforce.





# Safer recruitment in education: information for applicants



**The Skinners' Kent Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.**

The aims of our Safer Recruitment Procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

## **What we will provide**

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- a Skinners' Kent Academy Trust application form

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.

## **References**

References will be requested at the selection stage directly from the referee. They will be asked about:



- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

## **Interviews**

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

## **Pre-employment checks**

An enhanced DBS check is required for all successful applicants.

Prohibition and overseas checks will also be completed if necessary.



# How to apply

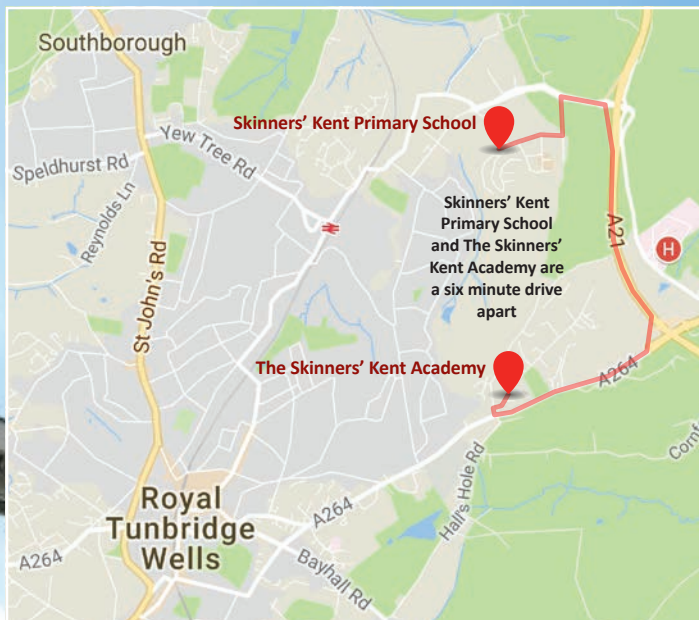


**The closing date for applications is Friday 27 March 2020 at 12 noon. The Academy reserves the right to call for interview on receipt of applications.**

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- An application form is available in electronic format online at **[www.skinnerskentacademy.org.uk/work-with-us](http://www.skinnerskentacademy.org.uk/work-with-us)** and should be returned electronically along with the Equality Monitoring Form by following the instructions in the 'Work with us' section of the website
- The Skinners' Kent Academy Trust will reimburse reasonable travel and accommodation costs to candidates attending interviews. You should retain copies of all receipts in relation to expenses incurred
- For more information about this position, or to have a confidential discussion about the role, please contact Lorraine Barden, HR Manager, on **01892 553031**.

**We look forward to hearing from you.**





PRIDE IN OUR SUCCESS



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