



The Park  
Federation

# **MONTEM ACADEMY**

## Candidate Information Pack





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## ABOUT THE PARK FEDERATION

The Park Federation is here to serve the whole community and wants all children to enjoy and benefit from a first-class education. Our academies are safe, happy and creative places where excellent behaviour, hard work and ambitious academic standards are prized and nurtured. Every family is welcome, respected and encouraged to play an active part in their children's learning. All children have opportunities to grow in self-belief, express their individuality, and develop the confidence to take the next step in life and their next step in learning. We aim to be a springboard to success!



There are seven academies in our family: Cranford Park Academy (Hayes), James Elliman Academy (Slough), Lake Farm Park Academy (Hayes), Montem Academy (Slough), The Godolphin Junior Academy (Slough), Western House Academy (Slough) and Wood End Park Academy (Hayes). The Trust educates and cares for 5,000 children. There are approximately 800 colleagues on our staff team.

Our vision is for more children to enjoy and benefit from a first-rate education. Our academies are safe, happy and inclusive places where hard work, good behaviour, creativity and progress are prized. All families – irrespective of background – are welcome, respected and encouraged to play an active part in their children's learning. Each and every child experiences success; grows in self-belief and increases in confidence.

Our ethos is one of high academic ambition in a well –disciplined, caring and inclusive environment. We work closely with all children – whatever their starting points and individual needs – to help them realise their full potential. Each child and family is valued and respected. We harness the energy, commitment and trust of the local community and combine it with the exceptional teaching and organizational skills of our staff team. Together we create great academies, full of pride, success and kindness.



*Dr. Martin Young (Chief Executive Officer and Federation Principal)*





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## ABOUT MONTEM ACADEMY

### SCHOOLS AIM

At Montem Academy we are committed to providing a secure and happy environment where each child is valued and equipped with the necessary skills, enabling them to become independent adults and learners.



#### We aim to be:

- A school where everyone feels valued and respected
- A place with a warm, happy, calm, safe atmosphere where everyone enjoys learning and working together
- A school which celebrates achievement and recognises success
- A place which has consistently high expectations for all and where academic achievement is not the only measure of success

#### The Outcomes for our children should be:

- That they are confident and highly motivated with a good self-image who are fully involved in the life of the school
- That they think positively
- That they behave well and tolerate, care and support each other
- That they can think for themselves, be open minded, have a love of learning and show initiative
- That they achieve to the best of their ability and fulfil their own potential



*Ms A. Probert (Montem Academy Principal)*







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## OUR PHILOSOPHY

Our staff are committed to putting the needs of the children first at all times. The whole school collaborates for the benefit of each and every child, ensuring that they have an opportunity to be successful in their own way.

The education provided at Montem Academy will lay a strong foundation for each child's future development as a whole person and contributing member of society.

Knowledge, skills and values together with the essential qualities of curiosity and excitement are the important elements to meaningful learning.

Opportunities will be given to each child to achieve his or her full potential, a chance to experience a moment of greatness or importance. Every child has a talent to be nurtured and developed.



Our pupils will experience an education that is broad based, flexible and inclusive but which also raises attainment and supports them to meet and manage the many changes and new developments that are taking place in our society. Most importantly, first hand experiences must be provided wherever possible.

Our school is a safe, warm, caring and friendly place, which provides a supportive and stimulating learning environment. We have to listen to children and show fairness and understanding in any event. We will involve their parents and work in partnership with them in their children's education.





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## OUR OFSTED REPORT

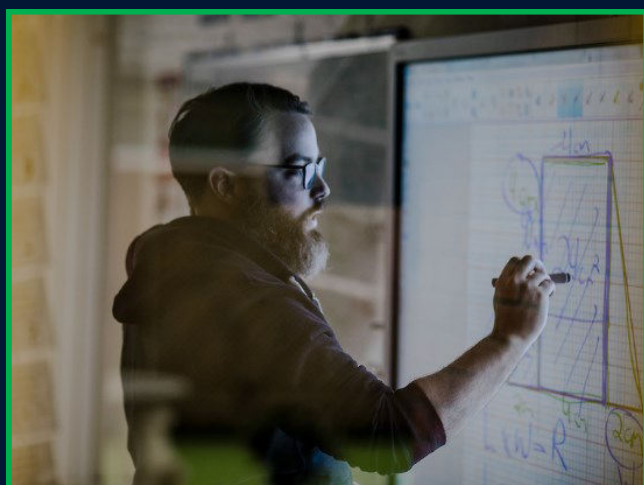
“The principal leads with an absolute belief and commitment that every Montem pupil can excel. Staff, parents, governors and trustees share her conviction wholeheartedly. This is a highly effective school.”

“The quality of teaching is outstanding. From low starting points, pupils are encouraged to develop their skills rapidly. Pupils love learning well and are rightly proud of their many achievements.”



“Pupils achieve well in reading, writing and mathematics. Many make rapid progress from low starting points and achieve the standards expected for their age and some exceed them.”

“Teachers use assessment information very effectively to inform their planning. Pupils, including the most able, are fully challenged in activities. Many achieve high standards, particularly in mathematics.”



“Children in the early years benefit from high-quality teaching and learning experiences. Many from low or significantly low starting points make rapid gains in developing their basic skills and understanding and achieve well. Children get off to a cracking start.”





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## Job Description

**Position:** Class Teacher

**Grade:** Teachers Pay and Conditions

**Responsible to:** The Principal      **Reports to:** Head of Year

### Purpose of the Job

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the head teacher, and in line with the expectation of the school teachers' pay and conditions document.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.



### AREAS OF RESPONSIBILITY AND KEY TASKS

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected for pupils

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study







### Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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 systemic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

### 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 and plan other out-of-class activities to consolidate and extend knowledge and understanding pupils 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)

### Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate 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
- have 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 them and evaluate distinctive teaching approaches to engage and support them

### Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory requirements
- make use of formative and summative assessment to secure pupils' progress



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## Person Specification

**Position:** Assistant SENCO/SEN Teacher

	Essential	Desirable
<b>Knowledge</b>	<p>Knowledge and understanding of Primary National curriculum including EYFS, KS1/ KS2.</p> <p>Knowledge of requirements for pupils with SEN including categories and level which designate pupils specific needs.</p> <p>Knowledge of current statutory requirements and government directives in relation to Special Education.</p> <p>Is secure in their understanding and fully supportive of the principles and aims of the school ethos which is underpinned by the PHSE/SEASs/Family Links programmes embedded across the school.</p>	<p>Is confident in the use of ICT and other learning resources which the school expects to be used to support pupils with SEN.</p> <p>Is conversant with school policies and systems in relation to Equal Opportunities, Inclusion, Special Needs and Behaviour</p>







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## Person Specification

**Position:** Assistant SENCO/SEN Teacher

	Essential	Desirable
<b>Skills &amp; Abilities</b>	<p>Is able to identify potential barriers to learning and then choose, implement and monitor appropriate strategies to overcome these barriers.</p> <p>Can deliver effective learning support for a pupil by adapting planning provided by teachers, to suit individual pupils needs, as necessary.</p> <p>Is able to take responsibility for organising their own work independently and in collaboration with colleagues and outside agencies.</p> <p>Is able to work effectively with teaching staff and senior management.</p> <p>Has the ability to engage with and relate to children, their families/carers from diverse ethnic, cultural and social backgrounds.</p>	<p>Take a flexible and responsive approach to each pupil's needs and recognise that the source of their learning issues can be complex</p>

