



Lower KS2 Class Teacher /  
Lower KS2 Class Teacher & Core Subject Leader

Start Date

January (Spring term) or April (Summer term) 2018



**Endeavour**  
Teaching School Alliance | Learning today, leading tomorrow



Tidemill Academy, 11 Giffin Street, Deptford, SE8 4RJ

Tel: 0208 692 3470

Website: [www.tidemill.net](http://www.tidemill.net)

Twitter: @TidemillAcademy

## Lower KS2 Class Teacher

### MPS or UPS (Inner London)

### (Optional TLR2B available for Core Subject Leadership)

Tidemill Academy is a National Teaching School with an outstanding reputation for being creative, innovative and at the leading edge of educational reform. Situated next to the busy and diverse Deptford High Street, only 6 minutes from London Bridge by train, 11 minutes from Cannon Street and Waterloo and accessible by DLR, Tidemill is a haven where children from all backgrounds flourish. Our children not only achieve excellent results – they exhibit at art galleries, surf in Devon, compete at the London Youth Games, are djembe drummers, make their own branded chocolate, set up blogs and perform Shakespeare at the theatre! They do all this in an award winning building with exceptional facilities.

We are looking for creative & inspiring teachers who will have a positive impact on the learning and well-being of our pupils. If you have a passion for motivating and nurturing young learners and want to take the next step in your career, we would love to hear from you. We are prepared to tailor the position to ensure we find the right candidate and have the potential to offer the position with, or without, core subject leadership depending on the experience and interests of the applicant. Core subjects are most likely to be Maths or Computing (please discuss with the Head if this is applicable to you).

#### *You will need to be a creative & inspiring teacher who:*

- Makes learning fun and engaging
- Has a track record of raising achievement
- Demonstrates initiative and can enthuse and lead others
- Is an excellent, engaging communicator who will develop strong relationships with children, parents and the wider community

#### *In return, we will offer:*

- Enthusiastic, creative and respectful children
- A hugely talented & committed staff including HLTAs, Place2Be counsellors and a resident artist
- A vibrant, richly diverse school community
- First class professional and career development opportunities, including Specialist Leader of Education
- The opportunity to positively impact school improvement and the educational landscape through our role as the lead school in the Endeavour Teaching School Alliance
- The chance to work with a supportive family of schools who share the same passion for primary education

Visits to the school are warmly welcomed so you can meet the team and see our fantastic facilities. If you would like to visit, please email [admin@tidemillacademy.org](mailto:admin@tidemillacademy.org) with the title **Class Teacher**. Please include your contact details in the email.

#### **Key Dates:**

Visits: Monday 27<sup>th</sup> Nov @ 8:30am / Tuesday 28<sup>th</sup> Nov @ 4:30pm

Closing date: Monday 4<sup>th</sup> December @ 9am

Shortlisting: Monday 4<sup>th</sup> December AM

Interviews: Thursday 7<sup>th</sup> & Friday 8<sup>th</sup> December

Completed applications should be returned to:

Lorraine Stewart, Headteacher

Tidemill Academy

11 Giffin Street

London

SE8 4RJ

Email applications to [admin@tidemillacademy.org](mailto:admin@tidemillacademy.org) will be accepted as long as you follow this up with a signed copy in the post. Skype interviews & lesson observations are available for international candidates. We welcome applications regardless of age, gender, ethnicity or religion.



*Tidemill Academy is committed to safeguarding and protecting the welfare of children and staff. The successful candidate will be subject to an enhanced DBS disclosure. We are an equal opportunities employer.*

## Job Description – Class Teacher (without core subject)

Post: **Class Teacher (without core subject leadership)**  
Responsible to: Phase Leader / Senior Leadership Team  
Salary: MPS or UPS (Inner London)

Each class teacher is responsible for carrying out the duties of a teacher as set out in the current copy of The School Teachers' Pay and Conditions Document. This job description may be modified by the headteacher, with agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

### KEY PURPOSE

- Teach a class of pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs, to enable them to reach their full potential.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors.
- Ensure that the current national conditions of employment for school teachers are met.

### MAIN ACTIVITIES

1. Implement agreed school policies and guidelines.
2. Support initiatives decided by the headteacher and staff.
3. Plan appropriately to meet the needs of all pupils, through differentiation of tasks/having the highest expectation of every child, believing that every learner has unlimited potential for development.
4. To plan and deliver the curriculum within the framework of present school policies, both in short and long term planning structures.
5. Set clear targets, based on prior attainment, for pupils' learning.
6. To plan and resource a classroom which will encourage the development of all aspects of children's learning. In particular, to encourage children's independent use of resources and involvement in their learning.
7. Provide a stimulating and purposeful learning environment, where resources can be accessed appropriately by all pupils.
8. To monitor children's progress, keep records and evaluate children's achievements.
9. To set children high standards in the content and presentation of their work by the quality of your displays of that work.
10. To establish and maintain good relationships with colleagues, working as part of a team in all aspects of school improvement.
11. Maintain good order and discipline amongst pupils, in accordance with the school's Positive Behaviour policy.
12. Work in partnership with parents and carers in providing a quality education for all children and report to parents on the development, progress and attainment of pupils.
13. Participate in meetings which relate to the school's management, curriculum, assessment, administration or organisation.
14. Communicate and co-operate with specialists from outside agencies.
15. Lead, organise and direct support staff.
16. Lead a curriculum area or aspect.
17. To play a full part in the life of the school community.
18. Participate in the appraisal system for the appraisal of your own performance & that of other staff.
19. Improve practice by taking an active role in your own professional development and the professional development of colleagues.
20. Contribute to the activities of Endeavour Teaching School Alliance.

### DEVELOP PERSONALLY AND PROFESSIONALLY THROUGH

- Reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.

## **CONDITIONS OF SERVICE**

Governed by the National Agreement on Teachers' Pay and Conditions and supplemented by local REAch2 and school conditions.

## **SPECIAL CONDITIONS OF SERVICE**

A check as to the existence and content of any relevant criminal record will be requested from the Disclosure and Barring Service after a person has been selected for appointment. Refusal to agree to a check being made could disqualify you from being considered for the appointment. Under the Rehabilitation of Offenders Act 1974, you have the right not to disclose details of 'spent' convictions. However, for certain jobs, employers are allowed to ask about these offences. The Rehabilitation of Offenders Act 1974 (Exception Amendment) Order 1986 sets out details of all jobs to which this applies and the job you have applied for is included in the list. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found in the attached guidance.

***Please give details of any relevant criminal convictions that you may have. The disclosure of a criminal record may not necessarily prevent you from being appointed. The nature of the offence, how long ago it took place, your age at the time and any other relevant factors may be considered when a decision is made. Please note that some convictions are never considered 'spent' under the terms of the Act.***

## **EQUAL OPPORTUNITY**

The post holder will be expected to carry out all duties in the context of and in compliance with the Trust's Equal Opportunities Policies.

*This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.*

## Person Specification – Class Teacher (without core subject)

All post-holders are expected to demonstrate a commitment to equal opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms. This person specification is related to the requirements of the post as determined by the job description. Shortlisting is carried out on the basis of how well you meet the requirements of the person specification and you should refer to these.

Description	Shortlisting
<b>Training &amp; Qualifications</b>	
1. Qualified Teacher Status	Essential
2. Evidence of continuing and recent professional development relevant to the post	Essential
<b>Successful Experience</b>	
3. Successful experience of teaching in the relevant phase and, ideally, experience in other key stages.	Desirable
4. Proven record of raising standards for all pupils, including underachieving pupils.	Essential
5. Experience of promoting positive behaviour conducive to learning, focused on raising standards.	Essential
6. Experience of promoting highly effective communications (both orally and in writing) within and between teams and other stakeholders in the school community.	Essential
<b>Knowledge and Understanding</b>	
7. Insight and understanding of the importance of an engaging, relevant and creative curriculum that inspires and motivates learners to make progress and achieve high standards.	Essential
8. The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress.	Essential
9. Understanding of a diverse range of teaching and learning styles and techniques.	Essential
10. Good understanding of the importance of culture and ethos and how this impacts on morale, high expectations and high standards.	Essential
11. Good understanding of the role of parents and the community in school improvement and how this can be practised and developed.	Essential
12. Clear understanding of data analysis and the important impact this can have on achievement and attainment.	Essential
<b>Characteristics and Competencies</b>	
13. Ability and willingness to promote the school's aims and the positive culture and ethos.	Essential
14. Ability to develop good personal relationships within a team; making an effective contribution to high morale.	Essential
15. Ability to create a happy, challenging and effective learning environment.	Essential
16. Boundless enthusiasm, determination and drive to inspire others to achieve high standards.	Essential
22. Self-motivated and resilient to the pressures of leadership.	Essential
17. A solution-focussed mind-set and determined "no-excuses" approach to raising standards.	Essential
18. A personable nature to build effective relationships with parents and all members of the school community.	Essential
19. A lively, creative and good-humoured approach to all aspects of teaching, management and leadership.	Essential

## Job Description – Class Teacher & Core Subject Leader

Post: **Class Teacher & Core Subject Leader**  
Responsible to: Phase Leader / Senior Leadership Team  
Salary: MPS or UPS with TLR2B (£4397.00) (Inner London)

In addition to the responsibilities of a class teacher, as set out by the class teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with the responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the headteacher.

### KEY PURPOSE

- Teach a class of pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs, to enable them to reach their full potential.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors.
- Ensure that the current national conditions of employment for school teachers are met.

### MAIN ACTIVITIES

1. Implement agreed school policies and guidelines.
2. Support initiatives decided by the headteacher and staff.
3. Plan appropriately to meet the needs of all pupils, through differentiation of tasks/having the highest expectation of every child, believing that every learner has unlimited potential for development.
4. To plan and deliver the curriculum within the framework of present school policies, both in short and long term planning structures.
5. Set clear targets, based on prior attainment, for pupils' learning.
6. To plan and resource a classroom which will encourage the development of all aspects of children's learning. In particular, to encourage children's independent use of resources and involvement in their learning.
7. Provide a stimulating and purposeful learning environment, where resources can be accessed appropriately by all pupils.
8. To monitor children's progress, keep records and evaluate children's achievements.
9. To set children high standards in the content and presentation of their work by the quality of your displays of that work.
10. To establish and maintain good relationships with colleagues, working as part of a team in all aspects of school improvement.
11. Maintain good order and discipline amongst pupils, in accordance with the school's Positive Behaviour policy.
12. Work in partnership with parents and carers in providing a quality education for all children and report to parents on the development, progress and attainment of pupils.
13. Participate in meetings which relate to the school's management, curriculum, assessment, administration or organisation.
14. Communicate and co-operate with specialists from outside agencies.
15. Lead, organise and direct support staff.
16. Lead a core curriculum area or aspect (see additional responsibilities below).
17. To play a full part in the life of the school community.
18. Participate in the appraisal system for the appraisal of your own performance & that of other staff.
19. Improve practice by taking an active role in your own professional development and the professional development of colleagues.
20. Contribute to the activities of Endeavour Teaching School Alliance.

## Additional Responsibilities – Core Curriculum Leader

### Core Curriculum Leader

#### Purpose

- To lead staff to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.
- To liaise effectively with the senior leadership team to ensure consistency of approach in teaching and learning in your subject across the school.
- To contribute to, and promote, the vision, culture and ethos of the school within your subject.

## **Key Responsibilities**

In addition to your responsibilities outlined in the class teacher job description above, within your core curriculum area you will also:-

- Keep abreast of curriculum developments, ensuring you disseminate, support and monitor best practice across the school.
- Coach and mentor staff through a programme of whole school, phase and individual professional development, as needed.
- Monitor and evaluate the quality of teaching and learning, using a variety of methods including tracking, target setting, data analysis, observing lessons, monitoring plans and bookwork and pupil voice.
- Establish staff and resource needs and make appropriate recommendations to the headteacher for expenditure.
- Maintain existing resources, ensuring all staff are familiar with these, and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Ensure relevant stakeholders are well informed about subject policies, plans and priorities, the success in meeting objectives and targets and the progress against action plans.

## **Leading, developing and enhancing the teaching practice of others**

- Lead and enable staff in planning, teaching and evaluation of teaching which enthuses and engages children in learning and ensures that high standards are recognised, valued and maintained.
- Work with teaching staff to promote best and innovative practice to enrich the range of teaching and learning styles in the school.
- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate.
- Lead high quality CPD that will inspire colleagues and provide information and advice that supports them in further developing their teaching skills and strategies to ensure children enjoy consistently high learning experiences.
- Provide guidance to staff in marking and assessment for learning, and standards expected.
- To support colleagues to create a stimulating environment for learning.
- Attend and contribute to Wider SLT meetings, as needed.
- Contribute and lead on specific areas of the School Improvement Plan.

## **DEVELOP PERSONALLY AND PROFESSIONALLY THROUGH**

- Reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.

## **CONDITIONS OF SERVICE**

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## Person Specification – Class Teacher & Core Subject Leader

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Description	Shortlisting
<b>Training &amp; Qualifications</b>	
1. Qualified Teacher Status	Essential
2. Evidence of continuing and recent professional development relevant to the post	Essential
<b>Successful Experience</b>	
3. Experience of outstanding core subject leadership.	Desirable
4. Proven ability to make a positive impact in leading a subject or area beyond own class and successfully developing staff through leading professional development.	Essential
5. Proven record of raising standards for all pupils, including underachieving pupils.	Essential
6. Experience of promoting & attaining positive behaviour conducive to learning, focused on raising standards.	Essential
7. Experience of promoting highly effective communications (both orally and in writing) with between teams and other stakeholders in the school community.	Essential
<b>Knowledge and Understanding</b>	
8. Insight and understanding of the importance of an engaging, relevant and creative curriculum that inspires and motivates learners to make progress and achieve high standards.	Essential
9. The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress.	Essential
10. Understanding of a diverse range of teaching and learning styles and techniques.	Essential
11. Good understanding of the importance of culture and ethos and how this impacts on morale, high expectations and high standards.	Essential
12. Good understanding of the role of parents and the community in school improvement and how this can be practised and developed.	Essential
13. Clear understanding of data analysis and the important impact this can have on achievement and attainment.	Essential
<b>Characteristics and Competencies</b>	
14. Ability and willingness to promote the school's aims and the positive culture and ethos.	Essential
15. Ability to implement and lead whole school initiatives and manage change by collaborating with and motivating colleagues.	Essential
16. Ability to effectively support colleagues in raising standards of teaching and learning	Essential
17. Ability to develop good personal relationships within a team; making an effective contribution to high morale.	Essential
18. Ability to create a happy, challenging and effective learning environment.	Essential
19. Boundless enthusiasm, determination and drive to inspire others to achieve high standards.	Essential
20. Self-motivated and resilient to the pressures of leadership.	Essential
21. A solution-focussed mind-set and determined "no-excuses" approach to raising standards.	Essential
22. A personable nature to build effective relationships with parents and all members of the school community.	Essential
23. A lively, creative and good-humoured approach to all aspects of teaching, management and leadership.	Essential

## School Context

Tidemill Academy is an outstanding, two-form entry primary school situated next to the busy and diverse Deptford High Street. Our school is co-located with the golden Deptford Lounge building, which we moved into in January 2012 as part of a £29 million Giffin Street Regeneration programme. This development means that we have great sports facilities, professional stage lighting and state of the art technology, classrooms & learning environments. We are now a key feature of the Deptford landscape and are symbolic of the wider regeneration sweeping through the area. Deptford is well-located, only 11 minutes from Cannon Street and Waterloo and accessible by DLR (walking distance from Deptford, Deptford Bridge and New Cross stations & only 6 minutes from London Bridge by train (on its full reopening in January, 2018). Deptford is also served by many buses.



*Our football pitch on the roof and playground*

Deptford has a rich maritime history, is accessible to Greenwich on foot and is well located to explore the many educational attractions of London and beyond. At the heart of Deptford and almost on our doorstep is the colourful market, the food and fruit and vegetable stalls highlighting the diversity of the local community. Although the school's main catchment area is in a deprived area of Lewisham, it is increasingly becoming a cultural hub with many exciting and well-known community projects such as Deptford X. There is a thriving arts scene with the Laban Dance Centre, a number of local galleries, studio spaces and the Albany theatre just a stone's throw away from the school.

Tidemill has a truly rich and diverse community. Culturally, our pupils are 85% other than white British. The ethnic groups most represented at Tidemill are Other Black African (21%), White British (15%), Black or Black British Caribbean (9%), White European (9%), Chinese (7%) and Somali (6%). At the last count, our pupils speak over 50 different languages. At Tidemill we have high levels of pupils receiving the Pupil Premium (50% currently). We have a very successful track record of supporting these pupils, often at least doubling the progress percentages of all pupils nationally.

## Vision

Our vision for Tidemill is clear; we believe that our children must have the best possible education in order to improve their life chances. This vision is met through our aims which are to:

- Equip children with the skills and attitudes needed to succeed in the 21st century
- Have high expectations of every child and value them as individuals
- Utilise creativity to promote life-long learning
- Celebrate diversity, challenge prejudice and bullying
- Provide a safe and supportive environment which empowers children to achieve their best
- Have strong, meaningful links with parents, carers and the local and global community

To achieve our vision, our focus is on a determined and relentless effort to raise standards within the context of high quality educational provision. There is a strong 'can do' ethos and the energy and vision to make a genuine difference to the lives of those in our whole school community. There is a clear understanding that the highest standards for children will only be achieved through the use of a wide range of focused strategies impacting on children as well as their families. Education, in the formal sense, is at the heart of this, but the time pupils spend at Tidemill in and beyond the core school hours include a wide range of enrichment opportunities targeting both pupils and parents. All of this is set in the context of a school where visitors regularly remark on the quality of positive relationships between and among staff and pupils.

## Staff Benefits

Our staff team are exceptional and we reward them with additional benefits over and above the National Pay and Conditions in recognition of their dedication and commitment:

- Outstanding CPD and opportunities to write and lead teaching programmes
- Interest free loans for bicycle purchase
- Staff children listed in the admission criteria
- Childcare voucher scheme

## Staff Team and Structures

Tidemill enjoys generous staff/pupil ratios with full-time teaching assistants or Higher Level Teaching Assistants in all classes, specialist music, PE and art teachers to cover PPA and additional teaching staff providing interventions. KS2 children are taught Spanish by a specialist.

We also have a 'Place2Be' work within the school to provide a valuable therapy service to children and parents experiencing difficulties. Our Enrichment Leader organises our playground activities at break-times (sports, free play, quiet zone, Rainbow club) and our extensive range of after school clubs.



*Our fabulous staff team – World Book Day (actually World Book Week at Tidemill)*

Team working is a noticeable feature of our school culture. Each phase, EYFS, KS1 and lower and upper KS2 are led by leaders who shape and develop the curriculum for their phase and organise many aspects of the day-to-day running of the classes. They are also well-positioned to be involved in quality assurance of provision, in the implementation of school policy and contributing to the school vision.

Subject leaders are well supported by the Senior Leadership Team and are instrumental in innovation and ensuring best practice in their areas. The school is well resourced and all areas have a generous budget attached. Subject leaders play a key role in developing the practice of peers and actively contribute to the school's CPD programme.

## Speech, Language and Communication Resource Base

Tidemill has a well-established Speech, Language and Communication resource base (S&LRB). Consisting of a specialised teaching team including speech and language therapists, this resource has a huge benefit for all of our children, as well as to children joining us as part of the base. Many unique features of the teaching styles and approaches have been assimilated into our mainstream teaching. Children who attend the base also have a mainstream class that they generally return to for one afternoon per week, with adult support, to access lessons taught by specialists including music and PE.



## Endeavour Teaching School Alliance (National Teaching School)

Tidemill has a long history of sharing expertise and excellence and, in March 2013, Tidemill gained National Teaching School status. This has enabled us to continue our work supporting other schools and additional funding has meant that we have been able to expand into other areas, such as educational research. This ensures that Tidemill is at the cutting edge of teacher development and training.

The Endeavour Teaching School Alliance includes our strategic partners Robert Fitzroy Academy, Aerodrome Academy, REAch2 and the UCL Institute of Education. Together we work to develop schools in our network and beyond in the areas of:-

- Initial Teacher Training
- Peer-to-Peer professional and leadership development
- Identifying and developing leadership potential
- Designating and brokering Specialist Leaders in Education
- Research & Development

Tidemill is formally linked with the UCL Institute of Education and supports trainee teachers gaining QTS through PGCE and Teach First training routes. We are in our third year of running a successful School Direct programme, with the majority of our trainees achieving 'outstanding'. We deliver professional development programmes for teachers including Towards Excellence 1 and 2, a NQT programme, Speech & Language programmes and one day specialist courses including Art. Many Tidemill staff completed facilitator and coaching training and contribute to leading our programmes.

We are proud of our home-grown talent and no less than 11 TAs have successfully trained as teachers in the past 5 years, some of whom have remained at Tidemill, through the GTP, Teach First and School Direct. Additionally, since 2012/13, Tidemill has been working closely with REAch2 to give high quality school-to-school support to schools in need. The impact of our work has been recognised in HMI inspections in under-performing schools – as well as improving education for pupils in these schools, our teachers have also gained professional development from this work. Several teachers have achieved Specialist Leader of Education status and lead on cross-borough support.

## Academy Status

In September 2011, we became one of the first primary convertor Academies in London. We still have National Pay and Conditions, the same working hours and the same holidays and professional development days.....but we now have additional freedoms to ensure that the school is the best it possibly can be for our children and community. Whilst still continuing to work closely with our local schools, we joined REAch2 which is the largest primary only academy chain in the country. This has allowed us to develop positive networks with other schools and partners who support and challenge us. We work particularly closely with our South Central region made up of eleven schools. Tidemill still has our own individuality, allowing us to meet the needs of our children locally, as well as having the benefit of working with the wider Trust.

## The Future

Having established ourselves within REAch2 Academy Trust and as Endeavour Teaching School, we are ready to continue our journey. These are exciting times for Tidemill and we are looking for exceptional experienced teachers, as well as capable, enthusiastic teachers early in their career who can be supported and nurtured by our talented staff, to join our vibrant team. On the following pages, we have included quotes from a small selection of our staff which we hope will give you even more of a flavour of what it is like to work at Tidemill.

Tidemill is a busy, innovative school which has always worked flexibly with positions and start dates to secure the right staff. Please feel free to speak with the Head if you would like to discuss your career aspirations, start date or just to get a feel for whether the school is the right place for you.

**Sounds like the school for you? Come in to have a chat!**

## Staff Comments

### Megan Carr, Class Teacher & Geography Leader



My Tidemill journey began in 2012 as a teaching assistant in KS1. I had changed careers and immediately knew that Tidemill was for me. The staff were positive, friendly and extremely helpful. The children are hard-working and inspirational. I cannot say enough about them. After working as a teaching assistant for two years, I applied for School Direct Initial Teacher Training (ITT) so that I could remain at Tidemill and gain Qualified Teacher Status (QTS) to take the next step in my journey. Tidemill were supportive throughout the training process and I could not have hoped for a better experience. I achieved an 'outstanding' grade at the end of my School Direct year and moved to KS2 for my NQT year. In my second year of teaching, I took on a subject leadership role and am enjoying continuing to develop my role within the school. Tidemill is a great place to work with so many highly skilled and experienced staff members who go the extra mile for the

children. I feel very lucky to be a part of such a motivated and inspirational team.

### Kellie Sou, Deputy Headteacher



I joined Tidemill in 2013 as a class teacher. As soon as I joined, Tidemill provided me with many challenging and motivating opportunities for professional development. Within my first year, I completed the Outstanding Teacher programme (OTP) and was also involved in an overseas project. A year later, I became Lower KS2 phase leader and am now in my second year as a Deputy Head. Through such roles, I have been able to develop my skills as a mentor for newly qualified teachers, become a trained facilitator and have been involved in the writing and delivering of a teacher's programme. All of which have enabled me to develop both myself and others professionally. Tidemill is a unique and inspirational school! Not only does the school truly appreciate and invest in its staff for career development and leadership, its positive and supportive environment makes it a wonderful place to work. Staff are highly-skilled, motivated and truly

have the children at the heart of everything that they do!

### Laurence Hazel, Year 5/6 Phase & Writing Leader



I joined Tidemill in 2017 and was immediately welcomed by a professional, creative and inspirational team of staff. As soon as I joined, senior leaders ensured that I was equipped with the support and guidance I needed to develop my role in the school. Within my first term, I was able to conduct a writing audit across the school, lead CPD training and visit a local secondary to share the outstanding writing practice at Tidemill. Through these opportunities, I have been able to develop my professional practice and leadership skills. In addition to this, I have been encouraged to pursue further CPD to ensure I am constantly developed as a leader. Tidemill is a supportive and positive school, where all staff are valued and encouraged to motivate one another and share best practice.

### Syeda Rahman, Class Teacher & Music Leader



I joined the Tidemill team in September, 2017 as an experienced Reception class teacher. Tidemill Academy is well known for providing fantastic up to date CPD for all members of staff. Since starting here I have already taken part in some great CPD. This has given me the chance to

reflect, review and also to set development goals of my own. I have been given the opportunity to take on the subject leadership role of Music which is wonderful because it is allowing me to work alongside many different and fantastic staff here. I feel very lucky to be part of such a hardworking, motivated and inspirational team and I look forward to continuing my journey here at Tidemill.

### Helen Pettengell, S&LRB & PSHE Leader



I came to Tidemill in 2014 and joined the Speech and Language Resource Base team. It was my first allocation as a specialist teacher after I achieved a Level 5 diploma in SplD Dyslexia, which was funded through the National Scholarship Fund. Whilst on this programme, I developed my specialist knowledge and understanding for learners who have specific special educational needs and gained the skills

required to deliver effective teaching to suit their learning styles. Working in Redwood (SLCN resource base) has allowed me to teach some of the most dynamic, interesting and inspiring pupils; they ensure every day is fun, creative and full of magic memorable moments. Working at Tidemill is unique for many reasons, but one great aspect is being able to share best practice with my colleagues and to professionals from other schools through delivering CPD as part of the teaching school - Endeavour.

### Kerri-Anne Bannon, Year 3/4 Phase & MFL Leader



I joined Tidemill in 2014 as a class teacher and MFL lead and immediately felt part of the team. As part of my role as MFL lead, I have the pleasure of teaching all children throughout KS2 and get to plan really immersive experiences such as salsa dancing and Spanish days. Creativity is encouraged! Whilst at Tidemill I have felt invested in as a professional, receiving great CPD such as being part of the Outstanding Leaders Programme. I was promoted to Phase Leader in 2015 and since then I have also achieved Specialist Leader in Education status (SLE) with the support of the school. As well as this, I have begun to play a more active role in the Endeavour teaching school, designing and delivering MFL subject leader training days. All staff are extremely supportive and approachable which creates an extremely positive work environment. Currently I

am studying a Masters in Education and feel lucky to work in an environment in which I am supported and encouraged to continue to develop myself both professionally and personally.

### Daniel Butterfield, Assistant Headteacher



I joined Tidemill in 2013 as a teacher with over 6 years teaching experience. What immediately struck me at Tidemill is that the development of staff is at the heart of what they do. I have been provided with superb training on a wide variety of educational topics and have strengthened my own leadership skills by receiving first class CPD and taking responsibility for a number of whole school development areas. I have been very fortunate to support and teach in Year 6 and have enjoyed the challenge of preparing the pupils for SATs, assisting with additional tutoring and directing the end of year school production – my personal highlight of each year. The children here are enthusiastic, respectful and great thinkers and they constantly surprise me. Tidemill is an incredibly supportive and positive environment to work in and in my role as

Assistant Headteacher this has been invaluable – particularly when I have organised whole school events such as the Summer Fair and led mathematics across all key stages. Tidemill is a unique and special place to work that I would highly recommend.