



# Marjory Kinnon School

**Primary Teacher**

**APPLICATION PACK**

February 2018



Marjory Kinnon School

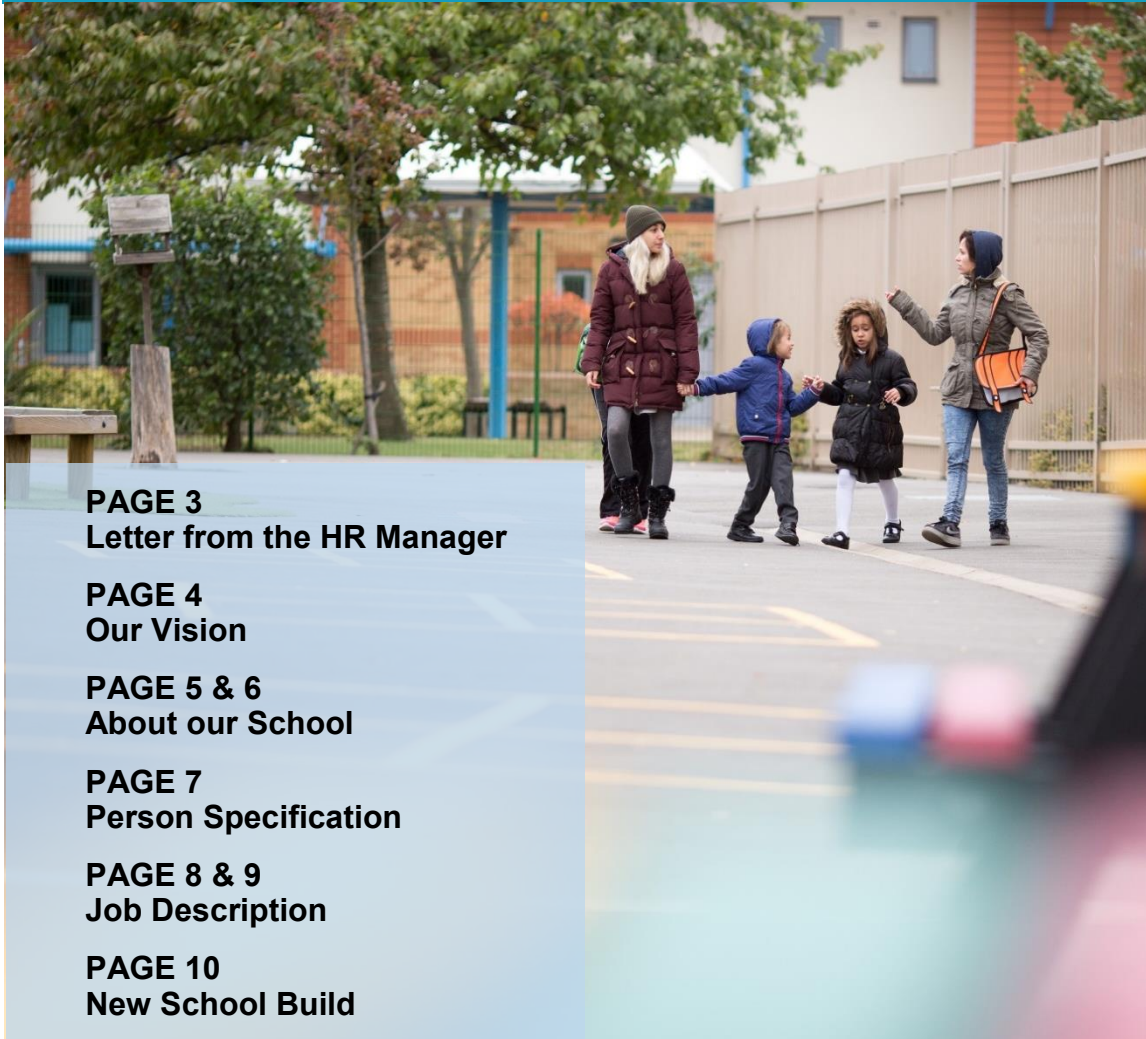
Hatton Road, Bedfont, Middlesex, TW14 9QZ

[www.marjorykinnonschool.co.uk](http://www.marjorykinnonschool.co.uk)

# Marjory Kinnon School



## Contents



**PAGE 3**  
**Letter from the HR Manager**

**PAGE 4**  
**Our Vision**

**PAGE 5 & 6**  
**About our School**

**PAGE 7**  
**Person Specification**

**PAGE 8 & 9**  
**Job Description**

**PAGE 10**  
**New School Build**



## TEACHER APPLICATION PACK

PAGE 3

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**Dear Applicant,**

Thank you for your interest in Marjory Kinnon School.

Marjory Kinnon School is a popular all age special school for children aged 4-16 years. Ofsted has judged the school as 'good' with behaviour being 'outstanding'.

The school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. We are based in the London Borough of Hounslow and have good transport links with Hatton Cross tube station and Feltham Station close by.

We are looking for a primary teacher who shares our passion for learning, has a philosophy that all pupils deserve the best and is committed to giving their best. Applications from teachers with mainstream and special school experience, and NQTs are welcomed.

This is an exciting time to be join our happy, friendly and supportive team of professionals as we complete our move into a new purpose built building with excellent facilities that will better meet the needs of our pupils and enhance their education.

We offer comprehensive Induction and NQT programmes, non-contact time for Induction and NQT coaching and mentoring, and for all teachers, excellent professional development opportunities.

Visits to the school are encouraged and warmly welcomed. If you would like any further information, an informal chat or to arrange a visit, please contact [hr@marjorykinnon.hounslow.sch.uk](mailto:hr@marjorykinnon.hounslow.sch.uk)

Please address the person specification when writing your personal statement. We will contact you to inform you if you if you have been shortlisted and the date you will be asked to attend for interview.

The key dates of the recruitment process are:

**Closing date: Midday on Monday 5th March 2018**

**Interview: Week Beginning Monday 12th March 2018**

We ask that online applications are submitted via the [www.tes.com](http://www.tes.com), [www.eteach.com](http://www.eteach.com) or [www.jobs.theguardian.com/jobs/schools/](http://www.jobs.theguardian.com/jobs/schools/) websites.

Further information about the school is available on the school website ([www.marjorykinnonschool.co.uk](http://www.marjorykinnonschool.co.uk) ). If you would like any specific information to assist you in your application, please email me at [hr@marjorykinnon.hounslow.sch.uk](mailto:hr@marjorykinnon.hounslow.sch.uk)

We look forward to hearing from you.

Yours faithfully

**Christine Houston**  
**HR Manager**



### **Education For Life**

We aspire to facilitate learning in a professional and caring environment where the children have the chance to develop their self-esteem, core values and independence, and to learn and make maximum progress in functional literacy, numeracy and life skills.

### **Our Vision**

*Every pupil will learn the skills and develop the confidence needed to become a valued integrated and independent member of their community.*

*Nurture - Challenge - Inspire*



### **What matters to us**

- We create a safe, caring and well organised school;
- We present children with challenging learning opportunities planned using differentiated programmes based on the national curriculum that takes into account their barriers to learning;
- We encourage core values, mutual respect and an appreciation of the worth of others within and beyond the MKS community;
- We develop and support a highly motivated group of staff.

### **Things we do**

- Talk for Writing (TfW).
- Maths Mastery
- Read Write Inc to support the development of literacy skills across the curriculum.
- Therapeutic interventions (SCERTS, Thrive).
- CYGNET support for parents promoting increased engagement.
- UNICEF 'Rights Respecting Schools'.





<p><b>School Vision &amp; Values</b></p>	<p><b>OUR VISION</b> Every pupil will learn the skills and develop the confidence needed to become a valued integrated and independent member of their community.</p> <p><b>OUR MISSION</b> Through our learning, work and play we nurture, challenge and inspire each other to achieve our full potential.</p> <p><b>OUR VALUES</b> <i>Kindness:</i> We aim to be kind to everyone. <i>Respect:</i> We are respectful and responsible in everything we do. <i>Tolerance:</i> We value and celebrate differences in each other. <i>Perseverance:</i> We keep trying until we succeed.</p>
<p><b>Location &amp; Physical</b></p>	<p>The school comprises of pupils from across Hounslow, with a small number from outside of the Borough.</p> <p>The school will move into a new purpose built building in February 2018.</p>
<p><b>Governing Body</b></p>	<p>The role of Marjory Kinnon's Governing Body is to provide strategic leadership and accountability. Its key functions are to:</p> <ul style="list-style-type: none"> <li>• set the aims and objectives for the school;</li> <li>• set the policies and targets for achieving those aims and objectives;</li> <li>• monitor and evaluate progress;</li> <li>• be a source of challenge and support to the Headteacher.</li> </ul>
<p><b>Pupils</b></p>	<p>The 185 pupils in Early Years to Key Stage 4 this year will increase over the next 4 years to 288. Marjory Kinnon is over subscribed and we will be moving into the new school with a waiting list. Admissions are managed by the Local Authority.</p> <p>The school accommodates a range of pupil needs, predominantly autism, and classes for vulnerable pupils with medical needs, global and physical delay. The school provision is cognitively within the MLD to SLD range of ability. There are two PMLD/Complex SLD schools in Hounslow and pupils with these needs would be expected to be admitted to these schools. MKS has a published entry criteria that identifies the range of pupils' needs that can be met.</p>
<p><b>Leadership Team</b></p>	<p>The school is supported by an excellent senior and middle leadership team, all trained extensively in a range of leadership skills.</p> <p>Outstanding performance management systems are in place in the school, with opportunities for all staff to continuously develop skills and access training at a range of levels.</p>



<p><b>Data Headlines</b></p>	<p>All our children are working significantly below age related expectations.</p> <p>We have a bespoke assessment system that tracks progress against targets set by the class teachers. These targets are moderated termly.</p> <p>For 2016/17:</p> <ul style="list-style-type: none"> <li>• In reading 84% of pupils KS1-3 met or exceeded their targets.</li> <li>• In writing 87% of pupils KS1-3 met or exceeded their targets.</li> <li>• In Number 93% of pupils KS1-3 met or exceeded their targets.</li> <li>• KS4 English Entry Level: 100% of pupils met or exceeded their targets, 71% of pupils met or exceeded their Functional Skills Targets</li> <li>• KS4 Maths Entry Level: 100% of pupils met or exceeded their target. For GCSE Maths 50% met or exceeded their targets (1 pupil absent during exam).</li> <li>• KS4 Science Entry Level: 67% of pupils met or exceeded their target. For GCSE Science 100% of pupils met and 50% exceeded their targets.</li> <li>• KS4 Computing IT Entry Level: 100% of pupils met and 43% exceeded their target. For GCSE IT Computing 100% of pupils met and 50% exceeded their targets.</li> <li>• KS4 PSD: 100% of pupils achieved their social and emotional targets on EHCPs.</li> </ul>
<p><b>Teaching &amp; Learning</b></p>	<p>The school is organised in three departments, Early Years, Primary and Secondary.</p> <p>Pupils are placed either in nurture classes, complex needs classes or classes where the routines are highly structured and there are high levels of support.</p> <p>Pupils are presented with challenging learning opportunities planned using differentiated programmes based on the national curriculum that takes into account their barriers to learning.</p>
<p><b>Therapies &amp; Interventions</b></p>	<p>Marjory Kinnon works with the Local Authority and Hounslow &amp; Richmond Community Healthcare (HRCH) SaLT and OT.</p> <p>The school employs a very successful intervention team that delivers SCERTS, Thrive and counselling interventions for groups and individual children.</p>
<p><b>Future Plans</b></p>	<p>The school is currently exploring opportunities to work collaboratively with local schools through the Hounslow Education Partnership and with individual secondary schools. The issue of academisation has been discussed by Governors and is to be kept under review.</p>



### • **Qualifications & Experience**

The post holder will have:

- QTS. (NQTs welcome to apply)
- Evidence of outstanding classroom practice.
- Experience of teaching SEN pupils.
- Ability to be able to oversee the management of complex and challenging pupil behaviour.
- Effective line management and performance management of class-based staff.

### • **Knowledge & Understanding**

The post holder will have knowledge and understanding of:

- National curriculum and Accreditation frameworks.
- How to use a range of tools and performance data to monitor, evaluate, support, track and report on pupil progress, attainment, and achievement.
- How to personalise learning based on accurate assessment of progress and evaluation of lessons.
- Current educational trends and initiatives.
- How to implement and manage accountability systems including Performance Management and Appraisal systems.
- Ofsted inspection framework.
- Safeguarding practices and procedures.
- The impact of therapeutic interventions in the management of behaviour and pupil well-being.

### • **Shaping the future**

- The ability to think strategically and take the leading role to develop, build on and communicate a shared vision and strategic plan which inspires and motivates staff.
- Evidence of successfully implementing managing and evaluating change in a collaborative and sensitive way.
- The ability to build on current strengths and initiatives and deliver continuous improvement.
- A clear understanding of, and enthusiasm for current issues in education and evidence of embracing, implementing and embedding new approaches/technologies which are relevant to teaching and learning.

### • **Pupils & Staff**

Show evidence of raising standards that have impacted positively on pupil attainment and teaching and learning. A clear understanding of what makes good and outstanding teaching and an ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.

A belief in the role of independent learning in education with the ability to articulate and deliver this vision.

- An understanding of excellent strategies for management of SEBD needs and challenging behaviour.

### • **Strengthening Community**

- Show evidence of building and nurturing a strong positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.
- A commitment to building and maintaining effective and positive relationships with parents/carers, governors, the wider community and other schools.
- Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.

### • **Personal Qualities, Skills & Characteristics**

- Excellent written communication skills and a high level of ICT literacy.
- Proven ability to listen to, understand and work effectively with all children, staff, governors and parents/carers.
- Ability to work under pressure and to meet deadlines.
- The ability to foster an open, transparent and equitable culture, deal effectively with difficult conversations and conflict at every level, and to value and praise good and outstanding practice.

### • **Professional Values and Practice**

- Be positive and respond to situations in a calm, professional manner at all times.
- Be self-motivated, creative, robust and resilient.
- Carry out responsibilities while being flexible and adaptable.
- At all times model good relationships, attitudes and behaviour.
- Work collaboratively within a team using own initiative.
- Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.
- A high level of commitment to safeguarding, inclusion and equality in all aspects of school life.
- Demonstrate a willingness and ability to improve own practices and to act on feedback.
- Support the Head Teacher and Deputy Head Teacher in their duty to ensure that the school meets its educational aims to deliver the best possible educational outcomes for pupils.
- Act as a positive ambassador for Marjory Kinnon School and make a meaningful contribution to the school community.



### Contractual Details

Post Title	Primary Class Teacher
Responsible To	Head of Primary
Contract Type	Permanent
Salary	Mainscale / UPS + 2 SEN points
Job Purpose	<p>The post holder will:</p> <ul style="list-style-type: none"> <li>• Deliver personalised programmes of learning that ensures the highest levels of progress for pupils.</li> <li>• Monitor and evaluate pupil progress and make adjustments to programmes of learning in response to the outcomes.</li> <li>• Lead, and effectively deploy adults within the class team, in order to impact on pupil progress.</li> <li>• Ensure the safeguarding, safety and well-being of the pupils.</li> </ul>

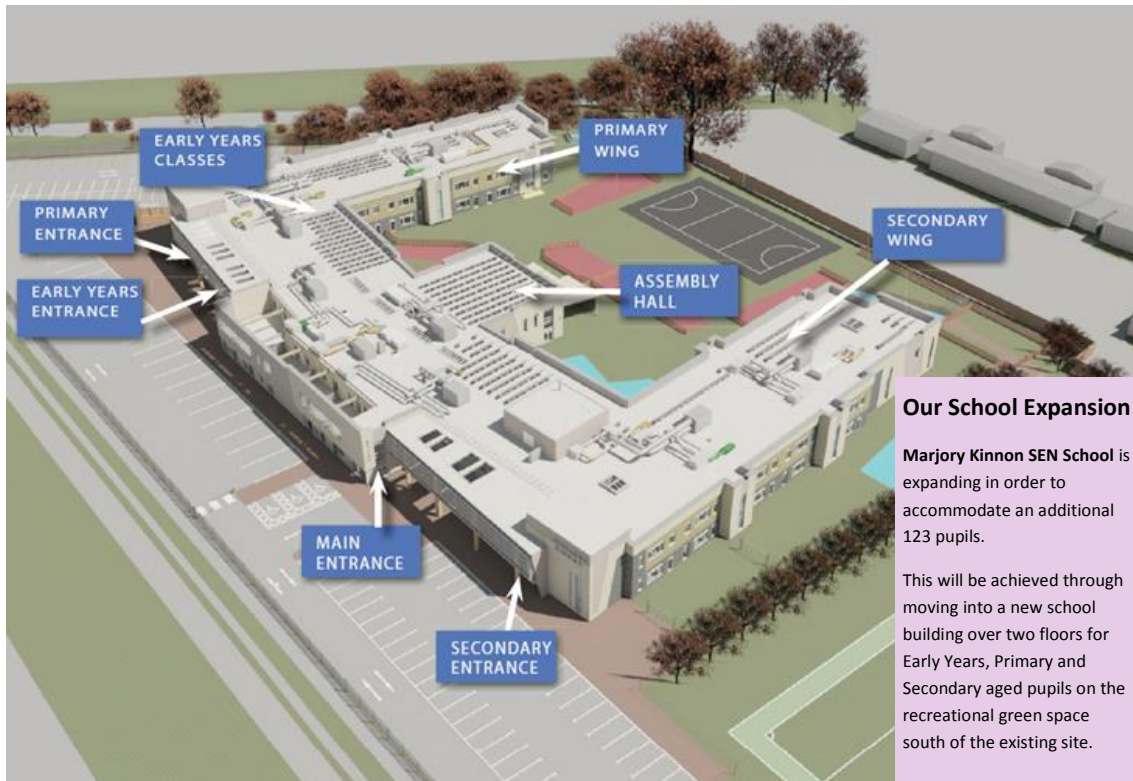
### Teaching Responsibilities

Teaching and learning	<p>The post holder will take responsibility for the following areas for their class:</p> <ul style="list-style-type: none"> <li>• Planning and delivering lessons with differentiated outcomes.</li> <li>• Planning and assessing the curriculum delivery for each individual in the class group, including personalised learning programmes for individual pupils.</li> <li>• Motivating pupils to engage in learning opportunities and support pupils to build their confidence to learn and their self-esteem.</li> <li>• Behaviour management in accordance with school behaviour policy, which includes supporting interventions and implementing behaviour support plans for each individual in the group.</li> <li>• Direct the work of the Teaching Assistants to ensure there are outstanding expectations and outcomes for learning of all pupils and groups through</li> <li>• targeted and focused interventions.</li> <li>• When required, liaise with other agencies who may contribute to the development of programmes of learning or behaviour management and implement their advice.</li> </ul>
Pupil well-being	<p>The post holder will take responsibility for:</p> <ul style="list-style-type: none"> <li>• Pastoral care and safeguarding of the pupils in their class.</li> <li>• Monitoring attendance and following up absences with parents on the first day of absence; monitor attendance for patterns of absence and alert AHT of concerns.</li> <li>• Attending meetings with multi-agency professionals, as appropriate, and in liaison with members of SLT.</li> </ul>

Continued...



<p>Management of class team</p>	<ul style="list-style-type: none"> <li>• To contribute to the efficient and effective organisation of the various teams within the school, the post holder will take responsibility for:</li> <li>• Performance Management and setting appraisal targets for Teaching Assistants working in their class.</li> <li>• Planning and directing the work of the Teaching Assistant(s) working within their team.</li> <li>• Supporting supply staff to work effectively within the classroom.</li> </ul>
<p>Efficient and effective deployment of resources</p>	<p>The post holder will take the Lead role in the following areas:</p> <ul style="list-style-type: none"> <li>• Organisation of class assemblies.</li> <li>• Planning Educational Visits and ensuring appropriate Risk Assessments are completed.</li> <li>• Ensuring appropriate resources are available for the delivery of the curriculum.</li> <li>• Directing Teaching Assistants in the preparation of resources and displays.</li> </ul>
<p>Working with parents</p>	<p>The post holder will:</p> <ul style="list-style-type: none"> <li>• Liaise with parents/carers regarding day-to-day safeguarding and well-being issues.</li> <li>• Maintain a full and comprehensive home-school communication book to communicate with parents/carers information about progress and well-being.</li> <li>• Attend parent/carer evenings every term.</li> <li>• Inform the AHT of any safeguarding or serious concerns raised by parents/carers.</li> <li>• Persist in order to build relationships with hard to reach parents/carers.</li> </ul>
<p>Accountability</p>	<p>The post holder will take responsibility for:</p> <ul style="list-style-type: none"> <li>• Writing Annual Review reports.</li> <li>• Written reports to parents and meeting with parents at Parent Evenings and at other times as appropriate.</li> <li>• Reporting on pupil progress using accurate moderated data in line with school policies.</li> </ul>
<p>Other</p>	<ul style="list-style-type: none"> <li>• Contribute to the creation and development of an organisation in which all staff recognise that they are accountable for the success of the school.</li> <li>• Attend and participate in regular meetings, fulfil responsibilities as specified on school rotas and duties.</li> <li>• To attend and participate in planned training sessions.</li> <li>• This job description is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. It is expected that the post holder may, if required, carry out any relevant additional duties, which the Head Teacher may, from time to time, deem appropriate and necessary.</li> </ul>



### Our School Expansion

Marjory Kinnon SEN School is expanding in order to accommodate an additional 123 pupils.

This will be achieved through moving into a new school building over two floors for Early Years, Primary and Secondary aged pupils on the recreational green space south of the existing site.