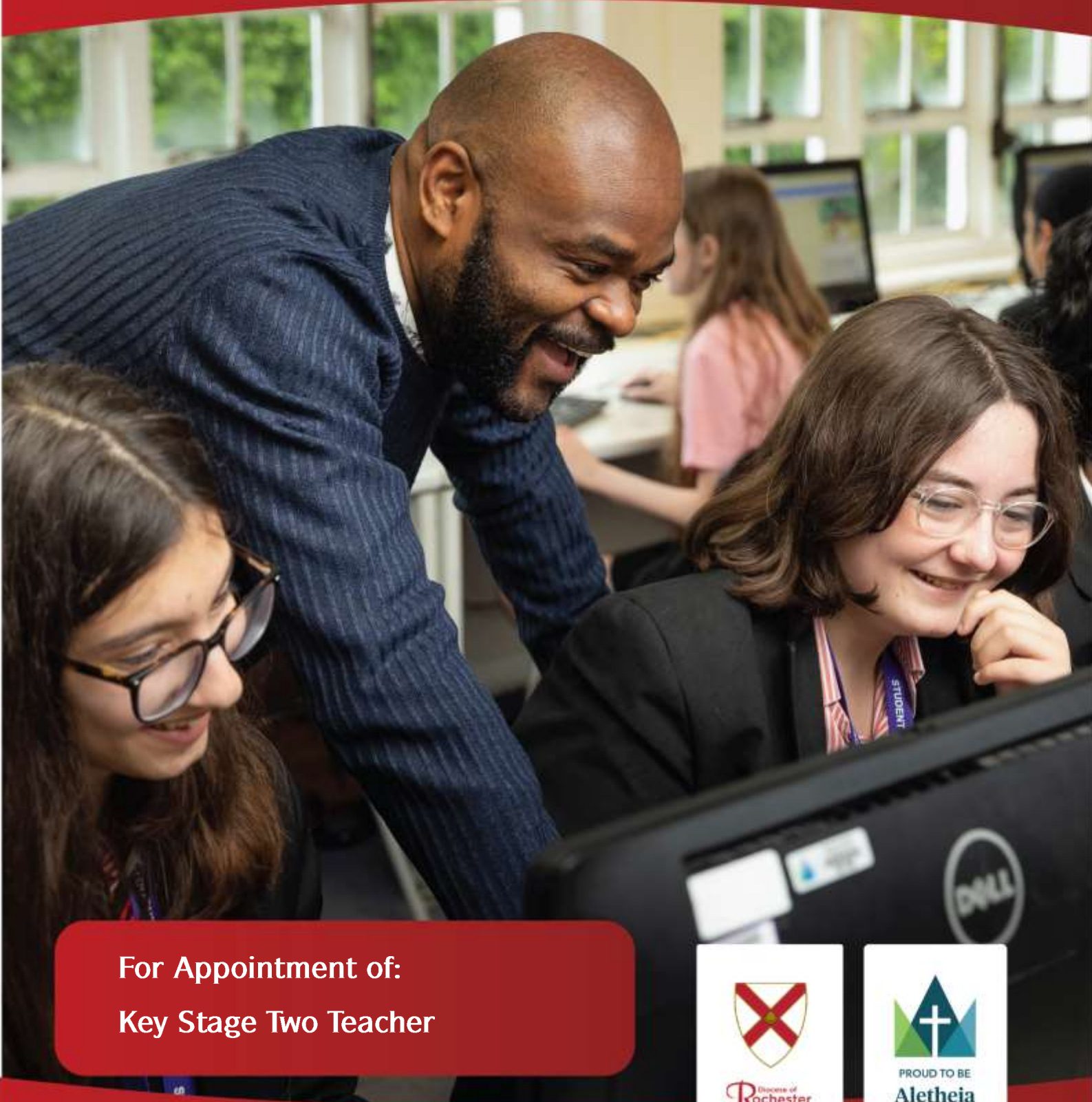




Saint George's
Church of England School

WORKING AT SAINT GEORGE'S C OF E SCHOOL

Join our Team



**For Appointment of:
Key Stage Two Teacher**





CEO's Welcome

Stephen Carey
CEO

Thank you for your interest in the role at Saint George's C of E All Through School. I hope that the information within gives you an insight into our school, Aletheia Academies Trust and the unique opportunity this position offers.

Aletheia Academies Trust's vision is rooted in a determination to **improve the life chances of local children**. Aletheia has grown with devotion to a principle of geographical proximity; knowing, caring for, and understanding the areas we operate in are important to us. Since our inception, the Trust has adopted an operational model based upon the notion of a family of schools; understanding that like any family member, each school, and each community that it serves, is unique. Schools are encouraged to celebrate and explore this dimension. The role of the Trust is to act in a parental capacity; to ensure that each school is well-supported and individual strengths are shared to improve the outcomes of all; to provide wider experiences to Trust pupils beyond the capabilities of any individual school; to develop and share staff expertise; to provide expert leadership and governance.

Saint George's was one of the founding schools within Aletheia Academies Trust and continues to play a significant part in the development of the organisation. As the only current open provision with a secondary phase, the school has a pivotal role in the co-construction of an all-age learning journey for pupils. The school has excellent staff retention rates and is deservedly proud of the palpable sense of community that stakeholders and visitors encounter and regularly comment upon. The school provides an exemplary model of the highly ethical and inclusive Trust vision and values.

It is these values and principles that make me feel so proud and privileged to serve as the CEO of the Aletheia Academies Trust.

Our Executive Headteacher, Simon Murphy and I look forward to receiving your application.

Saint George's Church of England All Through School



We consider our school to be highly inclusive, welcoming students of all backgrounds and beliefs, unified by our commitment to their well-being and sense of achievement.

Saint George's has developed a reputation as a high achieving school providing excellent outcomes for all students academically and in terms of their personal growth. We have exceptionally high expectations of how our students behave, speak, and present themselves. This is underpinned by our Christian values, our worship and school ethos. Everyone who wishes to learn is welcome.

Our motto **'All Different, All Equal, All Flourishing'** emphasises our Christian belief that the God-given talents of all students should be encouraged and developed, recognising, and valuing their unique worth.

We have had a long-held belief in the potential of an all-through school to further enhance the educational provision on our site. We are delighted that this vision has now become a reality for Saint George's. A shared philosophy ensures that there is greater consistency around expectations, ethos and pedagogy which eliminates any unsettling transition between the primary and secondary phases. We facilitate teachers working together in the primary and secondary phases which raises aspirations still further and ensures that children are not able to fall through the gaps. Our primary pupils benefit from having specialist subject staff available and economies of scale allow greater spending on teaching and learning and the sharing of specialist and enhanced facilities for all pupils.

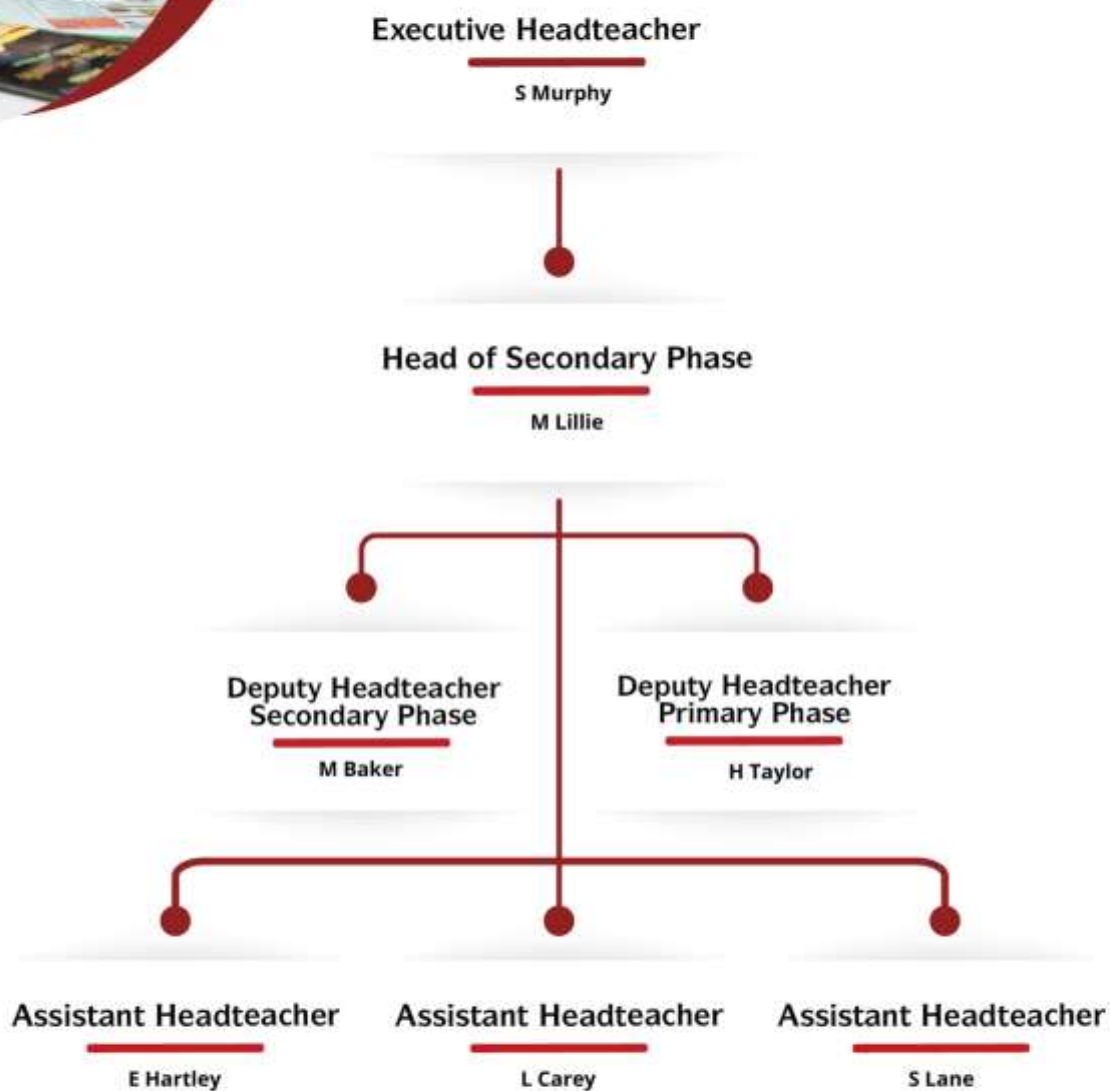
At Saint George's, we strive for all students to have learnt new skills, to have developed their talents and with this, a love of learning; making them confident, articulate, sensitive and caring citizens for the future.



"Visitors most often comment upon the profound sense of community within the school."



School Structure



Job Description

Job Title	Key Stage Two Teacher
Location	Gravesend, Kent
Duration	Permanent
Work Hours	Term time - 32.5 hours per week
Reporting to	Deputy Headteacher
Salary	MPS/UPS
Pension	Teachers' Pension Scheme



About the Role

Saint George's Primary Phase are looking for a candidate of exceptional ability to join our team as a Key Stage Two Teacher in this over-subscribed and successful all through provision.

The school has an existing reputation for high quality education with a relentless focus upon high expectations and aspirations. Your role will be to enable families to have continued access to outstanding provision during their education at Saint George's. Working closely with other members of staff, you will be a key part of the team, shaping the school as it continues to grow and to meet the needs of its children and the aspirations of the local community.

Saint George's Primary Phase opened in September 2019, and we are a friendly, dynamic and innovative school and pride ourselves on our commitment to ensuring students make exceptional progress through high quality teaching and learning provision for all. The successful applicant will share these values and play an active part in delivering this commitment, alongside the Christian values and ethos of our school, living out our motto of 'All different, All equal, All flourishing'.

We would love to hear from you if you:

- want to be involved in developing outstanding learning experiences to enable all children to thrive
- want to work in a supportive and caring environment
- are committed to enabling every child to achieve the very best they can
- are an ambitious professional
- are a good/outstanding classroom practitioner

Key Responsibilities



The post holder is responsible for:

- Establishing excellent teaching practice
- Establishing positive relationships with parents and encouraging their participation in their child's learning
- Leading the development of a subject area
-

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience, outdoor learning, and talk as a vehicle for learning;
- setting tasks which challenge pupils and ensure high levels of interest;
- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate, and persevere, and listen attentively;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEND or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- encouraging good practice regarding punctuality, behaviour, standards of work and homework;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;





- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- taking account of pupils' needs by providing structured learning.

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records;
- check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents.

Whole school responsibility

- To be responsible for leading the development of an agreed curriculum area.

In summary:

We welcome a passionate teacher who has the ability to teaching lessons that are consistently “good” or better.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the Executive Headteacher and member of staff and will be reviewed annually.



Person Specification



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Qualifications and Experience		
Teaching qualification - teaching degree, or degree with PGCE.	X	
Primary teaching experience.	X	
Ability to demonstrate a sound knowledge of teaching English and Maths in addition to broader National Curriculum subjects.	X	
Experience in using a range of strategies to meet individual learning needs.	X	
Forest school qualified.		X
Ability to teach an effective systematic synthetic phonics programme.	X	
Experience of meeting the needs of EAL pupils.	X	
Proven record of delivering quality first teaching.	X	

Skills and Knowledge		
Ability to plan and deliver differentiated lessons, where pupils are actively involved in their own learning.	X	
Understanding of Special Educational Needs and Disabilities.	X	
A knowledge of effective ways of working with and establishing excellent relationships with parents and carers.	X	
Knowledge of assessment for learning, use of developmental marking and feedback.	X	
Ability to use ICT for teaching, learning and personal record keeping.	X	
Demonstrate effective classroom practice and thorough planning, demanding expectations, clear targets for learning, effective use of assessment.	X	
Knowledge of leading a subject area.		X

Personal Qualities	
<ul style="list-style-type: none"> ◆ Committed to safeguarding and promoting the welfare of children. ◆ Have good personal organisation. ◆ Be positive, creative and energetic, committed to making our new school a model of outstanding practice. ◆ Committed to continuing professional development. ◆ Commitment to the aims of the school and the wider Trust. ◆ Have a good sense of humour and a high level of emotional intelligence. 	All Essential Criteria

How to Apply



If you are interested in this position and would like to have a more detailed conversation or arrange a visit to the school before making the decision to apply for the post, please contact:

The People and Culture Team:
HR@AletheiaTrust.org.uk

To apply for this role, please visit [MyNewTerm](#).



Aletheia Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, and governors to share this commitment. All successful candidates will be subject to an enhanced DBS check along with other relevant employment checks, including overseas criminal background checks where applicable. Our policy statement on the recruitment of ex-offenders can be found on our website. All new employees, volunteers and governors will be required to undertake safeguarding training on induction which will be regularly updated in line with statutory guidance.

Please click here to view: [Our Trust policies](#) or [Our recruitment of Ex-Offenders policy](#).



Contact Us

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