

A young boy with brown hair, wearing a green school uniform, is captured in the middle of a jump rope routine in a school hallway. His hair is flying around his head due to the motion. In the background, other students in similar uniforms are also jumping rope. The hallway has a bulletin board with various papers and a fire extinguisher on the wall.

Class Teacher (Monday to Wednesday)

Minterne Community Junior School, Minterne
Avenue, Sittingbourne, Kent ME10 1SB

INFORMATION



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Dear Applicant

Thank you for expressing an interest in joining us at Minterne Community Junior School.

I hope this pack will give you a flavour of what it is like to be part of our successful and supportive school. We would welcome your request to come and visit us during the school day to see for yourself why we are so proud of our pupils and staff who make up our school community.

At Minterne, we are passionate about providing children with the opportunities and desire for learning. Our aim is to produce happy children who are successful learners, confident individuals and responsible citizens. Built in 1964, Minterne Junior School serves a pleasant residential area. The town centre and the countryside are both easily accessible from the school. There are almost 390 pupils aged from 7 to 11 currently on roll. The school is set on a spacious site, with 12 classrooms and an attached Speech and Language Unit. Each class has an interactive whiteboard, internet access and access to iPads. Indeed, our computing facilities are excellent; featuring a large suite which houses 36 modern computers and a class set of iPads. We are proud to be part of Our Community Multi Academy Trust, a group of ten schools under the leadership and guidance of Chief Executive Officer, Mr David Whitehead.

All new colleagues at Minterne Junior School are made to feel welcome and professional development of staff across our Multi Academy Trust is one of our top priorities.

If you would like to find out more about our school, please visit our website: www.minterne.org or contact the office: office@minterne.kent.sch.uk (t: 01795 472323).

Please do not hesitate to contact us if you have any questions or would like to know more about the role.

Yours faithfully

Ms Kirsty Hadfield
Head of School

Mrs Catherine Hurst
Executive Headteacher





Advert

Job Title: Class Teacher (part time)

Grade: MPS

Working Pattern: Monday to Wednesday

This is a permanent contract

This is a fabulous opportunity for a dedicated and organised person to join the school team at Minterne Junior School which is part of Our Community Multi Academy Trust. We are seeking to appoint an enthusiastic and experienced class teacher to join the school's successful and supportive team. This role may be suitable for experienced teachers who are looking for a new challenge, however we encourage anyone to apply who feels they have the necessary skills and abilities to fulfil the role.

Minterne is one of ten schools within Our Community Multi Academy Trust. We are a junior with 389 of pupils on our roll. In addition, we have the Acorn Speech and Language Centre, which is a specialist provision.

Our Community Multi Academy Trust believe that our people are our biggest asset.

We can offer you:

- The opportunity to work in an excellent school and to contribute to its growth and development
- Students who enjoy learning
- A stable and committed staff team determined to give our students the best possible opportunities
- A supportive and committed board of trustees
- Work within a growing Trust who fully believe in the professional development of their staff.

The successful candidate will:

- Has a genuine desire to create and teach interesting and engaging learning experiences for our pupils
- Be committed to developing life-skills in children through rich learning experiences
- Have excellent organisational skills
- Be punctual
- Be committed to providing extra-curricular experiences for pupils
- Communicate well and be confident managing others
- Have excellent teamwork and collaborative skills
- Respect confidentiality and the potential sensitivities of working in a school
- Have experience working in a school
- Be able to demonstrate in their application that they can fulfil the main duties of the job description and person specification as a minimum

We warmly welcome and encourage potential candidates to visit our school in order to take a tour, meet staff, ask initial questions and get a 'feel' for Minterne's philosophy.

The successful candidate will be subject to an enhanced DBS check along with other pre-employment checks which must be undertaken before the role is confirmed by the school.

Our Community MAT is committed to safeguarding, safer recruitment and promoting the welfare of pupils. Our comprehensive recruitment and selection processes aim to discourage and screen out unsuitable applicants. Successful candidates are subject to rigorous pre-employment checks.

We are equally committed to eliminating discrimination and encouraging diversity. We aim for our workforce to be representative of society and that each employee feels respected and able to give their best. We are committed to providing equality and fairness in our recruitment and employment practices and not to discriminate on any grounds. We oppose all forms of unlawful and unfair discrimination.

Applications to be made via Kent Teach.

For further information about the role, please contact Kirsty Warner, via telephone on 01795 472323 or office@minterne.kent.sch.uk



Job Description

This job description reflects the **Teacher Standards** (July 2011).

Purpose of the job

- The education and welfare of a designated class/group of pupils in accordance with the requirements of the current School Teachers' Pay and Conditions Document and Professional Standards for Teachers. Due regard will also be given to the School's aims and objectives and Schemes of Work, and any policies of the Trust and Local Monitoring Council.
- 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.

Key duties and responsibilities

- To be responsible for the teaching of a designated group of children.
- To plan, prepare, teach and evaluate the National Curriculum or Early Years Foundation Stage for this group.
- To work with the year group team to ensure the appropriate curriculum for these children.
- To liaise with all colleagues on school policies, assessment, topic and record keeping.
- To liaise with the parents of the children in your class whenever possible.
- To celebrate children's work by displaying pieces of work within the classroom or around the school.
- To be actively engaged in the school and Trust programmes of continuing professional development, both inhouse or via our external collaborations.
- To be responsible for the coordination and development of a subject throughout the School. (An ECT would not be expected to be responsible for this during their two years).
 - To keep yourself and colleagues abreast of current subject developments and the subject needs of children as related to other aspects of the Curriculum.
 - To review and update as necessary the Policy and Guidelines through consultation and discussion with colleagues.
 - To liaise with their equivalent subject leads across the Trust.
 - To maintain a subject leader expectation document.
- Act as a role model, adopting personal standards of behaviour with Trust staff, Trust pupils and the wider community which support the highest possible standards putting children at the centre of everything you do
- Be aware of health and safety issues within the Trust and its individual schools and how they impact of pupils, staff and visitors to the school Maintain confidentiality and discretion in all aspects of work
- Any other work requested by, and deemed appropriate by, strategic leaders

This job description explains the main duties and responsibilities of the post but each individual task undertaken may not be identified. It should be read in conjunction with the Professional Standards for Teachers in Appendix 1.

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

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This role is subject to an enhanced DBS check

Footnote: This job description is provided to assist the job holder to know what their main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.



Person Specification

Part Time Class Teacher

Applicants should describe in their application how they meet these criteria.

	Essential	Desirable
Qualifications & Knowledge	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of continual professional development that is relevant and appropriate to the post • Very good knowledge of pedagogy (particularly child-led learning), and research, initiatives and technologies in learning and child development • Knowledge of the full national curriculum and EYFS Curriculum • Understanding of statutory assessment procedures • Understanding of assessment for learning and its use to raise standards • Current knowledge of safeguarding legislation and government guidance 	<ul style="list-style-type: none"> • Knowledge of equality and health and safety legislation within the context of school compliance • An understanding of the role of parents and the community in school improvement and how this can be promoted and developed • A good knowledge of emerging technology and the use of ICT to enhance learning and engage pupils • Paediatric First Aid trained
Skills	<ul style="list-style-type: none"> • Demonstrable evidence of the skills required to be an excellent classroom practitioner • Ability to challenge and differentiate teaching and learning for pupils of all abilities and needs • A skilful communicator with strong, interpersonal and presentation skills, both verbal and written • Ability to make learning exciting, relevant and cross curricular 	<ul style="list-style-type: none"> • Ability to analyse data for the effective monitoring and assessment of pupil performance and target setting • Creative and innovative approach to using the latest technologies within the curriculum for enhanced pupil learning
Experience*	<ul style="list-style-type: none"> • Experience of successfully raising attainment and increasing pupil progress • Experience of systematically assessing, monitoring and evaluating pupil attainment, and adjusting provision, in order to accelerate progress • Experience of collaborating and building effective relationships with parents, carers, colleagues and the wider community • Successful experience of teaching children with SEND and other vulnerable groups 	<ul style="list-style-type: none"> • At least two years of teaching as a qualified teacher • Experience of teaching in a EYFS or KS1 • Experience of collaborative working with multi-agencies for the benefit of the pupils • Experience of participating in extra-curricular activities, residential and local visits to enrich learning experiences • Experience of being inspected by OFSTED



Person Specification

Part Time Class Teacher

Applicants should describe in their application how they meet these criteria.

	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none"> • Enthusiastic, positive and approachable, with the presence to inspire confidence and trust, combined with a love of teaching and seeing children progress and develop • Strong working ethos with a high level of commitment to the school, its improvement, its ethos and its values; welcomes accountability to a wide range of groups • Ability to work effectively as part of a team and form positive relationships with pupils, parents and carers, colleagues and the wider community • Committed to the academic, spiritual, moral, social, emotional and cultural development of pupils, recognising and valuing the richness and diversity of pupils and the school community • Commitment to excellence in learning and teaching, whilst recognising the importance of work-life balance • Adaptable and sensitive when dealing with challenging situations with the ability to be reflective and self-critical and to respond to feedback • Willing to share expertise, knowledge, skills and ability to support and encourage others • Promote and support positive and high standards of behaviour • A commitment to collaborative working both within the Trust and the wider educational community 	



Professional Standards for all Teachers

PART ONE: TEACHING

A teacher must:

1 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 of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 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.

3 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 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 and plan other out-of-class activities to consolidate and extend the 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).

5 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 an 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 and evaluate distinctive teaching approaches to engage and support them.



Professional Standards for all Teachers

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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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 school, in accordance with the school's behaviour 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, 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 school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

OCMAT OVERVIEW

We believe that every part of the body is valuable and integral to the whole (1 Corinthians 12: 14-16). Therefore, we will create a community of schools that, whilst being diverse and unique in their own context, will ensure every child receives the highest quality educational experiences and pastoral support. At the heart of our Trust's vision is a belief in educational excellence, the belief that Our Community Multi Academy Trust is called to serve pupils, staff, families, and the local community by providing places where children develop and thrive academically, socially, culturally, and spiritually in the safest environments possible.

Our Community Multi Academy Trust is committed to sustaining high quality schools. Our focus is to maintain a self-sustaining school improvement model that draws on a wealth of practice and expertise across the Trust facilitated by experienced school improvement leads. Pedagogical excellence is at the heart of our improvement model with a sustained focus on collaborative and mastery learning.

We will maintain and strengthen a shared culture which requires every member of our community, whatever their role, staff or pupil, governor, or parent, to take responsibility for their position and be accountable for what they achieve. We will be driven by a desire to make a positive impact on the lives of all children. This shared community culture will respect, uphold, and complement each school's distinctive ethos and character.

Belonging to Our Community Multi-Academy Trust offers greater opportunities for influence than single schools can achieve. Working together the Trust aims to be greater than the sum of its constituent schools. At the same time, we recognise the unique character of each of our schools and the important role they play with their local community. We will work tirelessly to maintain each school's status within their locality and strengthen their character and reputation.



THE COMPASSIONATE LEADER

- Will show empathy with children, staff and families through their leadership behaviours
- Will act with fairness and consistency at all times
- Will give credit where it is due and show appreciation for the efforts of every member of staff
- Will not be afraid to make mistakes and will show their own vulnerabilities
- Will go above and beyond to recruit and retain good staff
- Will be unconditionally inclusive
- Will have courageous conversations
- Will be reflective on their own professional practice and be receptive to advice offered



THE COLLABORATIVE LEADER

- Will articulate a clear vision for their school which is understood and acted upon by all staff, pupils and families
- Will engage in and promote all Trust wide activities – working in a positive partnership with all Trust staff
- Will unconditionally work with other professionals both within and outside of the Trust for the greater good of our children
- Will display commitment to their staff and school priorities, resulting in high staff morale
- Will motivate their staff with passion, enthusiasm and inspiration making staff feel valued for their contribution to the school and the Trust



THE COMMUNITY LEADER

- Will be highly visible within their own school setting and the local community
- Will be accountable for their actions and decisions
- Will act with integrity, drawing on their values to guide their decisions
- Will empower and enable staff by leading by example
- Will positively promote the Trust and school at all times

OUR SCHOOLS

Primary

Borden Church of England Primary School, ME9 8JS

Bredgar Church of England Primary School, ME9 8HB

Dymchurch Primary School, TN29 0LE

Lydd Primary School, TN29 9HW

Lynsted & Norton Primary School, ME9 0RL

Milstead & Frinsted Church of England Primary School, ME9 0SJ

Minterne Junior School, ME10 1SB

Petham Primary School, CT4 5RD

Selling Church of England Primary School, ME13 9RQ

The Oaks Infant School, ME10 1GL

TRUST CENTRAL TEAM

Central Support Team

(based at Lynsted & Norton Primary School)

Human Resources Team

Finance Team

Business Support & Management Information Team

ICT Support

Trust Executive Team - School Improvement

Inclusion Executive Officer

Standards Executive Officer

The Application Process

Applications will only be accepted from candidates who complete our application form. Application forms can be found on the Kent-Teach website. Alternatively, please contact trusthr@ocmat.org.uk for a paper application form.

The Shortlisting and Interview Process

After the closing date for this post, a panel will conduct a shortlisting process. You will be selected for interview based entirely on the contents of your application form and we therefore suggest you read the Job Description and Person Specification fully prior to completing your application.

If your application is shortlisted, the Trust reserves the right to conduct an online search as part of our safer recruitment checks in line with KCSIE guidance. Any relevant information found with regards to a candidate's suitability to work with children will be discussed at interview.

Candidates selected for interview will be informed.

All candidates who are invited to interview must bring the following original documents:

- Documents to evidence right to work in the UK
- Visual identification which includes a photograph (driving licence or passport)
- Documentary proof of current name and address
- Where appropriate, documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check and appropriate checks that may be required if you have worked or been resident overseas in the past five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held an employed teaching role

Safeguarding

OCMAT has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Retention of Information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system six months from the date of interview or submission date of application if not successful for interview, in accordance with our retention or records procedure.

Please visit the OCMAT website for all Trust Policies.

www.ocmat.org.uk

Mr David Whitehead, CEO, Our Community Multi Academy Trust

OUR COMMUNITY MULTI ACADEMY TRUST
C/O LYNSTED & NORTON PRIMARY SCHOOL
LYNSTED LANE
SITTINGBOURNE
KENT
ME9 0RL

Company No: 10842747

