



**Waterfront  
UTC**

**Candidate Briefing Pack  
Teacher of PE and Science**





# Welcome to

## The Howard Academy Trust

As a Trust, we currently comprise of Medway secondary and primary schools. We have future growth plans as a Multi Academy Trust with major projects taking place across the organisation.

Our overarching aim and vision is for our member schools to deliver an outstanding education for children and young people. We endeavour to ensure that all our students have access to the highest standards of teaching, resources and opportunities. The Trust's role is to oversee the leadership and vision of member schools and to develop effective and supportive partnerships between them. We have a firm belief within the Trust that every child should have access to at least a good education.

We are proud that every academy inspected since joining our Trust has remained as a Good school. Temple Mill Primary School joined the Trust as a sponsored academy in December 2015 and has moved from Special Measures to a Good school. Our schools serve their own community and each has a unique identity. Being part of this Multi Academy Trust has already provided member schools with practical benefits. We want communities to be proud of their local THAT school and we are determined to make it the first choice for all families.

As Chief Executive, I am enormously proud of our schools and of the leaders, governors, teachers and support staff who every day ensure our pupils enjoy and make good progress in their learning.

*Owen McColgan*  
**Chief Executive**  
The Howard Academy Trust





## *Working together to build a community of successful learners*

### Vision and Values

Learning and growth are at the heart of The Howard Academy Trust ethos. We strongly advocate that all members of our community have the opportunity to become the very best that they can be. We recognise and value the unique talents and expertise within our community and aim to create a culture of dignity, inclusivity, respect and ambition, where all can thrive.

This is achieved through:

**Excellent teaching and learning that promotes inclusivity;**

Regular opportunities for collaborative CPD to ensure best practice across academies;

**A proactive network for joint working across academies, for staff at various career stages;**

The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;

**The unique character of each academy is valued and contributes to the THAT whole Trust ethos;**

Shared whole Trust values of dignity, respect and ambition;

**High aspirations for all involved with the Trust and a solutions led approach;**

Each academy is a hub for its local community and families;

**Facing outwards and working in collaboration with other organisations and stakeholders;**

A centralised team that allows academies leaders to focus on their core purpose of education.



### Strategic Priorities

Continuously improving the quality of provision of all our academies and enhance pupil outcomes across the Trust.

Provide excellent teaching and learning that promotes inclusivity.

Continue to build the profile of THAT to support further growth within the Southeast.

Champion our THAT People Strategy to retain, recruit, develop and reward an excellent workforce.

Ensuring a financially viable and sustainable MAT with a strong business infrastructure.

Ensuring effective leadership and governance at all levels.





# Our Family of Schools



**The Howard School**  
1,500 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



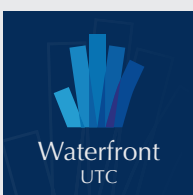
**Temple Mill Primary School**  
240 Pupils on Roll  
Rated Good by Ofsted  
Located in Strood, Kent



**Deanwood Primary School**  
230 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



**Thames View Primary School**  
468 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



**Waterfront UTC**  
250 Pupils on Roll  
Located in Gillingham, Kent



**Miers Court Primary School**  
400 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent

Further information about our academies can be found at [www.thatrust.org.uk](http://www.thatrust.org.uk)



# Working for The Howard Academy Trust

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do. Since 2018, The Howard Academy Trust has received the Gold Kent & Medway Workplace Wellbeing Award and we continue to make advances in emotional, physical and professional wellbeing.



## Financial

- A competitive salary for both teaching and support staff, with annual pay progression and a robust performance development scheme underway.
- All staff are automatically enrolled into the Teacher and Local Government pension scheme with attractive employer contribution rates.
- We have introduced Access EarlyPay through our payroll system as a mobile app that lets users draw down a proportion of their salary. You can withdraw at any point, 24/7 with just a few taps on your mobile phone. This money will then appear in your bank account within minutes.

## Professional Development

- Early finish for teaching staff every Friday afternoon to allow for whole school CPD, PPA, departmental training, and wellbeing afternoons.
- Trust-wide training events and Trust Day events to bring all staff across the Trust together to network and share experiences.
- Assessment Only routes and Schools Direct opportunities to take your first step into Teaching.
- Access to 30 Level 2 qualifications through The Skills Network, free of charge to all staff.
- Career Progression and upskilling opportunities across the Trust.
- Access in-house training in to Middle & Senior Leadership courses for future leaders.



## Wellbeing

- Full Time support staff receive 23 days annual leave as standard plus bank holidays, to increase after 5 years of service.
- Each of our academies have received the Gold Kent & Medway Workplace Wellbeing Award in 2021.
- Employee Assistance Programme, 24/7 access to a free counselling service for our employees and their families, for confidential advice and guidance.
- Access to Senior Mental Health First Aiders and a team of established Mental Health First Aiders based at all of our academies.
- Hosts of Medway Council's wellbeing afternoons consisting of use of a health check machine, blood pressure checks, alcohol awareness speakers.
- Flu jabs available for free every autumn for all staff, at their own academy for ease of access.
- Discounted gym membership at Avenue Tennis, Gillingham, on a range of different packages.
- Mindfulness taster sessions.

## Facilities

- Discounted hire of the school facilities, halls, fields, and gyms, for all members of staff up to 20%.
- On site catering at our school canteens for breakfast items and a full lunch menu.
- Free car parking at each Trust site.



*Hear from staff across the Trust*





# Welcome to Waterfront UTC

Welcome to Waterfront UTC and thank you for your interest in this post.

I am determined to recruit the best possible individual who is passionately driven to ensure that every child succeeds in life and becomes a pioneer for Engineering or Construction. I am delighted to be leading such a fantastic team of teachers alongside hard working and driven students with ever supportive parents and carers.

## **What is a UTC?**

University Technical Colleges (UTCs) are government-funded schools with a STEM focus. They provide a unique and relevant approach to education which addresses the changing needs of students and employers in the 21st Century. Established by companies and universities in areas of high demand for talent, UTCs provide sought-after technical qualifications and benefit from industry standard equipment and specialist staff to provide students with the skills valued by employers.

## **Employer Partners:**

Our employer partners work closely with us, getting to know our students over the time they are here, supporting them with careers guidance, careers planning and ongoing project work. This relationship results in roughly a third of our students going onto apprenticeships at higher and degree level, a third going directly to University to study



STEM type degrees and a third going direct into employment or further education.

We like to treat our students as adults and the environment reflects this. Students follow a professional dress code and conduct themselves as if they were working in a professional work environment, all part of our employability programme.

Students at Waterfront UTC study a tailored curriculum which focuses on Engineering and Construction, whilst building a solid understanding in the core subjects. Students have the opportunity to study either or both Engineering and Construction, Business Studies, Computer Science, Design Technology and Triple Science. All students also study Maths, English Literature/Language and Combined Science.

Our students join us in September of Year 9 or Year 12, where they are introduced to our technical subjects alongside the traditional GCSEs that go to make up our curriculum offer. We are very fortunate to be based in a purpose-built facility in the heart of the Chatham Waters redevelopment area. Our students come from as far away as Whitstable, Faversham, Sittingbourne, Maidstone and of course Medway.

I am particularly proud of our exam outcomes which have improved year on year as we continually strive for excellence. These outcomes have meant that 100% of our students leave at the end of year 11 or 13 and are placed in their chosen destination and career path, proving that we are doing, works!

*Mr Bennett,*  
**Head of School**



## About Waterfront UTC

NOR:	208
Age Range:	13-19
Gender of Pupils:	Mixed
OFSTED Rating:	Newly Registered School (April 2020)
Disadvantage (PP+FSM):	26%
SEN:	29%
EAL:	9%



*Hear from our current staff*



# Job Description

<b>Job Title:</b>	Teacher of PE and Science
<b>Department:</b>	PE/Science
<b>Contract Type:</b>	Permanent
<b>Remuneration:</b>	UQT/MPS/UPS + R&R/TLR for the right candidate

## General description of the post

The holder of this post is expected to carry out the professional duties of a classroom teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Head of School. The post-holder is required to fully support the vision, ethos and policies of the school.

## Values and behaviour

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.

## Personal and professional conduct

The classroom teacher is expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career.

It is important to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including:
- democracy, the rule of law, individual liberty and mutual respect, and

- tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teaching Staff must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

### **Responsibilities**

The post-holder is accountable to their line manager in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

All appointments made, are conditional on the most recent appraisal assessment.

### **Duties**

- Making a distinctive contribution to raising standards across the school.
- Supporting and helping colleagues to improve effectiveness.
- Setting clear and challenging targets that build on prior attainment for each pupil.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- Devising and implementing targeted interventions that enable students to reach and exceed their targets.
- Acting as a role model for staff for high quality teaching and learning.
- Using own class and practice as an example of outstanding teaching and learning.
- Ensuring continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work.
- Developing plans that identify clear targets, times-scales and success criteria for its development and/or maintenance.
- Create a stimulating learning environment for teaching and learning.
- Promoting team commitment with colleagues through collaborative planning.



- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.
- Securing and maintaining good working relationships with colleagues.
- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the School.
- Collecting, analysing and reporting on pupils' views of their subject area.
- Developing effective links with the local community including parents, business and industry.

#### **CONDITIONS OF EMPLOYMENT:**

The post is graded at UQT/MPS/UPS + R&R/TLR for the right candidate.

The working week is 32.5 hours per week.

The holder of this post is expected to be flexible about these hours as and when necessary.

This Job Description does not form part of the Contract of Employment and the duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head of School and following consultation with you.

*This job description may be amended at any time following discussion between the HR Manager and member of staff, and will be reviewed annually as part of the appraisal process.*

# Person Specification

**Post:** Classroom Teacher

Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Essential	Desirable
<b>Education and Qualifications</b>	
<ul style="list-style-type: none"> <li>Teaching Qualifications</li> <li>Degree or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>Further Degree</li> <li>Evidence of ongoing Professional Development</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>Outstanding teaching experience</li> <li>Experience of implementing strategies to raise student attainment with evidence of success</li> <li>A track record of success in student behaviour management</li> <li>Experience of promoting highly effective communications within and between teams and other stakeholders in the community</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working within an academy</li> </ul>
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>Effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment</li> <li>Good understanding of effective procedures for managing and promoting positive behaviour among pupils</li> <li>Equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards</li> <li>Sound understanding of equality of opportunity issues and how they can be effectively addressed in schools</li> </ul>	



- Clear understanding of the role of parents and the community in school improvement and how this can be practised and developed

### Characteristics and Competencies

- Ability to promote the school's aims positively
- Ability to develop good personal relationships within a team; making an effective contribution to high morale
- Ability to create a happy, challenging and effective learning environment
- A solution-focussed mind-set and determined "no-excuses" approach to raising standards
- A personable nature to build effective relationships with parents and all members of the school community
- A creative and good humoured approach to all aspects of teaching, management and leadership
- Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description
- Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/discussion
- Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads
- Ability and keenness to promote the school's positive culture and ethos

# Application Process

We will review applications as they are received and contact those shortlisted for interview. Early applications are encouraged as we will close the recruitment process once a suitable candidate is appointed.

Despite COVID-19 recruitment and hiring will continue for The Howard Academy Trust.

Applicants should apply via our online application process via [www.TES.com](http://www.TES.com)

**Closing Date:** Tuesday 24 May 2022

**Interviews:** TBC

This specification sets out the criteria which will be used to shortlist candidates for interview and during the interview process. After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form. After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

We hope you find the information in this pack useful. Should you have any further queries or concerns, please do not hesitate to contact Sharon Teachen, HR Manager, on 01634 265771 or email [hr@thatrust.org.uk](mailto:hr@thatrust.org.uk).