

Deanwood Primary School

Candidate Briefing Pack EYFS Teacher





Welcome to The Howard Academy Trust

As a Trust, we currently comprise of Medway secondary and primary schools. We have future growth plans extending into North Kent and have been selected by the DfE and Kent County Council to open a new secondary presumption free school in Margate in September 2023.

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





Vision and Values

We aim to create a close knit family of Good and Outstanding schools through partnership, challenge, accountability and support within a cooperative framework.

We are committed to enhancing the life chances of young people by improving their educational achievement.

Schools within the Trust will retain their unique and individual character.

We strive for excellence and aim to bring about transformational change where necessary in schools.

We are truly inclusive and aim to establish the highest expectations for young people and all those who work with them.

As a Trust we have five fundamental tenets:

- Our moral purpose is to make a positive difference to the lives of young people.
- We strive to create a culture of dignity, respect and trust in all our academies.
- There is no ceiling to achievement for young people.
- All staff have the right to exceptional professional development.
- All young people have the right to attend at least a Good school.

Our Family of Schools



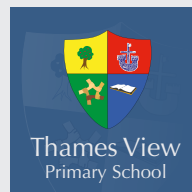
The Howard School
1,500 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



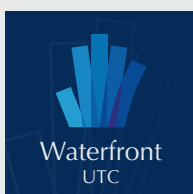
Temple Mill Primary School
210 Pupils on Roll
Rated Good by Ofsted
Located in Strood, Kent



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



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



Waterfront UTC
170 Pupils on Roll
Located in Gillingham, Kent



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

Further information about our academies can be found at www.thatrust.org.uk



Welcome to Deanwood Primary School

Vision

Our vision is for everyone at Deanwood to be “Happy, Successful and Safe”. We strongly believe that children who are feeling happy and safe in school will be keen to learn and will therefore be far more likely to make good progress both academically and emotionally.

Context

We are a single form entry primary school which provides a happy, safe and stimulating place to learn, work and play. Deanwood chose to become an academy in 2016 as part of The Howard Academy Trust because we wanted to be part of a group of schools that serve the same community and have similar aspirations for their success. The school was judged by Ofsted to be “Good” in November 2018.

The Senior Leadership Team currently consists of the Head of School and Assistant Headteacher. They are supported by two senior leaders who are responsible for EYFS / KS1 and Special Educational Needs. The school is fully staffed with permanent teaching staff.

Our most recent Ofsted report highlighted that, “Pupils are keen to learn and concentrate well during lessons. They are proud of their school and speak to visitors enthusiastically about school life” (Ofsted 2018).

The continuing upward trend of end of Key Stage results reflects the hard work and commitment of our experienced and settled staff working in partnership with governors, pupils and parents. Our most recent Ofsted report noted that, “Developments in teaching have improved pupils’ progress in English, mathematics and across the curriculum during the last two years” (Ofsted 2018).

The staff and governors of the school aim to provide the children with an education that is broadly based and tailored to meet the children’s individual needs. We provide a caring and positive atmosphere in which children fulfil their potential and grow in self-confidence and respect for people and the environment.

If you would like to know more about our school please contact the school office to arrange a visit.

I look forward to receiving your application.

Yours sincerely,

Mrs Wright,
Head of School



About Deanwood Primary School

Deanwood Primary School is a community primary school serving the full primary age range from 4 to 11. We share our site with a Children and Families Well-Being Centre and Deanwood Ducklings Pre-School.

NOR:	196
Age Range:	4-11
Gender of Pupils:	Mixed
OFSTED Rating:	Good (November 2018)
Disadvantage (PP+FSM):	16%
SEN:	16%
EAL:	3.6%



Hear from our current staff

Job Description

Job Title:	EYFS Teacher
Responsible to:	Head of School
Remuneration:	MPS/UPS

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 and as set out in the school's Teacher's Pay and Conditions Document. The post-holder is required to fully support the vision, ethos and policies of the school.

School Improvement Plan Priorities

Teaching Staff within the school are expected to make a valuable contribution to the School Improvement Plan priorities for the current academic year:

- To ensure that the percentage of children achieving at the expected level is at or above the national average both for Year 1 phonics and at the end of each Key Stage
- To further raise the quality of teaching and learning by implementing strategies to enhance the development of mastery across the curriculum
- To further develop the middle leaders within the school
- To further enhance the quality of our provision for Personal Development, Behaviour and Welfare so that it is graded as outstanding
- To further enhance our EYFS provision

Report to:

- The Head of School and Key Stage Leader
- The post holder is responsible for line managing any members of staff for which the Head of School delegates line management responsibility.

Values and behaviour

Teaching Staff play a vital role in assisting teaching staff to make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

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 at all times.

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).

Classroom Teacher

Duties and responsibilities specific to the post:

- Be an excellent classroom practitioner adapting teaching styles to suit all groups of learners
- Ensure planning of work is differentiated appropriately and evaluate the impact on progress and attainment for all groups of learners
- Use assessment to set clear targets for improvement of pupils' achievement and monitor pupils' progress towards those targets
- Use appropriate teaching learning strategies to communicate clear learning objectives and expectations for achieving excellence
- Secure a good standard of behaviour for learning within the classroom through

- establishing appropriate rules and high expectations which pupils respect, acting to pre-empt and deal with inappropriate behaviour in the context of the school's behaviour policy
- Be familiar with the SEND Code of Practice and support and plan for pupils' needs accordingly
- Evaluate your own teaching critically to improve effectiveness
- To work as part of a strong team to evaluate and accurately assess children's learning needs
- To encourage children's initiative, creativity, responsibilities and independence

Curriculum leadership responsibilities:

- Develop expertise in the subject area
- Keep abreast of the subject area through research and CPD
- Act as a consultant to other staff
- Produce, in consultation with colleagues, written policies and guidance; lead staff in the discussion of policy
- Oversee the effective use of curriculum resources
- Ensure legal compliance with statutory curriculum guidance
- Coach colleagues to ensure good practice
- Monitor and assist in the evaluation of the delivery of a subject area across the school
- Network and liaise with colleagues in other schools to ensure equity and continuity
- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies throughout the school

Strategic direction and development:

- Formulate and support the aims, ethos, vision and policies of the school
- Develop positive working relationships and sustain motivation
- Contribute to the achievement and implementation of the school's development
- Contribute to the school's self-evaluation
- Develop, implement, monitor and maintain policies and practices which reflect the school's commitment to high achievement and which are consistent with national and school strategies and policies
- Develop links with the wider community, especially parents

Generic duties and responsibilities:

- All teachers - with the support of the school's designated DCPC - have a responsibility for providing and safeguarding the welfare of children and young people
- To be familiar with and support any health and safety procedures and medical routines
- To attend meetings in school and outside school, as appropriate to the role
- Positively promote the school's policies on Equal Opportunities

The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.

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.

Person Specification

Post: EYFS/KS1 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
Education & Qualifications	
<ul style="list-style-type: none"> Teaching Qualifications Degree or equivalent 	<ul style="list-style-type: none"> Further Degree Evidence of ongoing Professional Development
Experience	
<ul style="list-style-type: none"> Outstanding teaching experience Experience of implementing strategies to raise student attainment with evidence of success A track record of success in student behaviour management Experience of promoting highly effective communications within and between teams and other stakeholders in the community 	
Knowledge and Understanding	
<ul style="list-style-type: none"> Effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment Good understanding of effective procedures for managing and promoting positive behaviour among pupils Good understanding of equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards Good understanding of equality of opportunity issues and how they can be effectively addressed in schools Clear understanding of the role of parents and the community in school improvement and how this can be practised and developed 	
Characteristics and Competencies	
<ul style="list-style-type: none"> 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 	

<ul style="list-style-type: none">• 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	
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