



**Waterfront  
UTC**

# Candidate Briefing Pack

Catch Up Teacher





# 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.



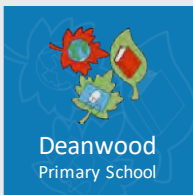
# Our Family of Schools



**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



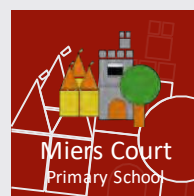
**Deanwood Primary School**  
230 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



**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.
- Cycle to work scheme.

## 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!

*Mrs McLean*  
**Head of School**



## About Waterfront UTC

NOR:	208
Age Range:	13-19
Gender of Pupils:	Mixed
OFSTED Rating:	Newly Registered School (April 2019)
Disadvantage (PP+FSM):	26%
SEN:	29%
EAL:	9%



*Hear from our current staff*



# Job Description

<b>Post:</b>	Catch up Teacher
<b>Location:</b>	The Howard School
<b>Grade/Salary:</b>	UQT/MPS/UPS
<b>Responsible to:</b>	Head of School

## Core Purpose and Scope

The holder of this post is expected to carry out the professional duties of a Catch Up Teacher as described below, as circumstances may require and in accordance with the Trust'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 Trust.

## THAT Vision & Values

As a Trust, our Vision and Values are 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;
- 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.

## Values and Behaviour

Teaching Staff play a vital role 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.

## Key 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.

- Teaching students who require additional support for Literacy and Maths
- Use a variety of teaching styles and pedagogy adapted to the needs of individual students
- Monitor and measure progress using appropriate testing
- Give feedback to students and parents regarding progress
- Provide feedback to staff regarding progress
- Plan and prepare resources for use in sessions that are appropriate to student's levels
- Liaise with subject teachers for Maths and English to establish topics to be covered.
- Use active listening strategies to allow student to determine content and pace of tutoring
- Recognise primary role to help students become more confident, more successful, self-directed learners
- Where needed plan and teach mainstream lessons in line with school and department policy

## Assessment of Performance

### 1. Achievement and Standards

#### Promotes good progress and outcomes by pupils

- Is accountable for pupils' attainment, progress and outcomes.
- Plans teaching to build on pupils' capabilities and prior knowledge.
- Guides pupils to reflect on the progress they have made and their emerging needs.
- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourages pupils to take a responsible and conscientious attitude to their own work and study.

#### Adapts teaching to respond to the strengths and needs of all pupils

- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates 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.
- Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with PE as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### Makes accurate and productive use of assessment

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons.
- Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### Performance Expectations

- Supports others in calculating class performance and progress measures, group performance and progress.
- Ensures all students taught are able to understand their capabilities and track their own progress.

- Works with the team to ensure that students have a conscientious attitude towards the subject and work hard at all times.
- Has a good understanding of the learning needs of a wide range of learners including those with SEN, those of high ability, those with EAL and those with disabilities.
- Consistently makes secure and accurate assessments of students' competencies and progress.
- Is highly effective in using assessment in lessons.
- Provides feedback to students and giving them opportunities to respond to this feedback.

## 2. Behaviour and safety of pupils Standards

### Sets high expectations which inspire, motivate and challenge pupils

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils.

### Manages behaviour effectively to ensure a good and safe learning environment

- Has 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.
- Has high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### Performance Expectations

- Provides a stimulating learning environment through excellent, interactive classroom display.
- Supports other colleagues in their consistent application of the schools data and tracking processes.
- Adopt high expectations for all classes and groups.
- Supports colleagues in having high standards of professionalism and to support the team in being clear about the quality and standards they want to be known for.

## 3. The Quality of Provision Standards

### Demonstrates good subject and curriculum knowledge

- Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard PE, whatever the teacher's specialist subject.

### Plans and teaches well-structured lessons

- Imparts knowledge and develop understanding through effective use of lesson time.
- Promotes a love of learning and children's intellectual curiosity.
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflects systematically on the effectiveness of lessons and approaches to teaching.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).

## Performance Expectations

- Is a source of updating student knowledge as well as supporting others in the way to update knowledge.
- Supports others in developing ways to encourage students to appreciate and be interested and engaged in the subject.
- Prepares and delivers consistently good and outstanding lessons.
- Is a role model for teachers in promoting students' love of learning and their intellectual curiosity.
- Sets homework that is stimulating and fosters learning outside the classroom by incorporating innovative approaches.
- Shares with others how to gauge the impact of teaching and learning activities.
- Provides expertise and suggestions for improvement of the curriculum.

## 4. Leadership and Management Standards

### Fulfils wider professional responsibilities

- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Makes a positive contribution to the wider life and ethos of the school.
- Deploys support staff effectively.
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicates effectively with parents with regard to pupils' achievements and well-being.

### Performance Expectations

- Works in partnership work with other colleagues, within schools and from partners.
- To be the form tutor of an assigned form and to carry out the related duties in accordance with the general job description of form tutor.
- To contribute to the regular review and formulation of all departmental policies and documentation.
- Actively seeks ways to engage with partners to bring in practice and learning that will enhance the effectiveness of the team.
- Acts as a source of advice in ways to make the very best use of support in school to develop and improve practice.
- Works effectively with parents.
- Supports others in working effectively with families.

### Administration

- Take register every session using school system
- Prepare and produce resources for sessions
- Write reports on progress to be shared with parents & staff termly

### Resources

- Operate relevant equipment/ICT packages (e.g. MS Office, internet, intranet, Email, Arbor).
- Be comfortable and capable of operating equipment in line with health and safety policies and procedures.

### Management

- This post does not have any management responsibilities.

### Additional Duties:

- All staff, with the support, of the academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the children and young people.

- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the academy's health and safety at work policy.

This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.

An enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by your Line Manager to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.

# Person Specification

**Post:** Catch Up 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>Degree or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>Further degree</li> <li>Evidence of ongoing professional development</li> <li>QTS certificate</li> <li></li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>Previous 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>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> <li>Clear understanding of the role of parents and the community in school improvement and how this can be practised and developed</li> </ul>	<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> </ul>
<b>Characteristics and Competencies</b>	
<ul style="list-style-type: none"> <li>Ability to promote the school's aims positively</li> <li>Ability to develop good personal relationships within a team; making an effective contribution to high morale</li> </ul>	

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| <ul style="list-style-type: none"><li>• Ability to create a happy, challenging and effective learning environment</li><li>• A solution-focussed mind-set and determined “no-excuses” approach to raising standards</li><li>• A personable nature to build effective relationships with parents and all members of the school community</li><li>• A creative and good humoured approach to all aspects of teaching, management and leadership</li><li>• Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description</li><li>• Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/discussion</li><li>• Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads</li><li>• Ability and keenness to promote the school’s positive culture and ethos</li></ul> |  |
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