



COPPICE PRIMARY PARTNERSHIP

Recruitment Pack

Coppice Primary
Partnership
An Ethic of Excellence



@CoppiceP 
coppiceprimarypartnership 





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Welcome to Coppice Primary Partnership (CPP)

Thank you for your interest in joining CPP. I hope that you find the information in this pack useful and that it gives you the information that you need to help you with your application. I believe that it will help you see that it is an excellent place to work.

We are a primary focused MAT based in the West Kent area with, currently, three schools: Coxheath Primary School, Loose Primary School and St Katherine's School & Nursery. Our work within CPP is built upon a passionate belief that all children are capable of producing exceptional outcomes. Our core value of 'Excellence' permeates everything that we do and is central to our vision.

Our trust was born out of a genuine desire to secure outstanding provision for all children locally. The word 'partnership' was chosen deliberately as our vision is for schools to work together, building on their own strengths and uniqueness to secure the very best for every child.

We are guided by a set of core principles which support everything we do.

- We are and will remain a primary led trust who understand and appreciate the uniqueness of Primary Education.
- Collaboration supports the identification of best practice and its appropriate dissemination.
- We will be led by primary specialists with experience of leading successfully within the primary sector.
- Excellent academic standards of education will be secured by building on the strong values and ethos in which children are educated within each school.
- Our curriculum, rich with the knowledge and skills that children need will also celebrate sport and the arts, supporting children's aspirations. Every child's time at school will be a positive experience and something they will remember fondly for the rest of their lives.
- Our school improvement model is designed to retain expertise within the trust, providing bespoke and timely support as required.
- We invest in high quality professional development to further develop our staff and support them in securing the very best provision for our children. We build leadership capacity and provide opportunities for staff encouraging staff retention.

Our Mission, Vision, Values and Purpose

Excellence as Standard

Excellence is transformational. As Ron Berger says: "Once a student (or adult) sees that he or she is capable of excellence, that student (or adult) is never quite the same. There is a new self-image, a new notion of possibility. There is an appetite for excellence."

By surrounding ourselves with excellence, we can raise our expectations of our children, ourselves and each other.



Working with all stakeholders across the trust, we agree that 'Excellence' is what holds us together – something that we all believe in. We further broke this down to make 'Excellence'

more tangible. This way we can support and challenge each other, both within and across schools, to achieve the very best for our children, and for each other

Excellence in collaboration

Why is it important?

Individually, we all have strengths and talents, but collectively, when we combine those strengths and talents, we can achieve so much more. Excellence in collaboration allows us to achieve more together through learning from and supporting each other.

Excellence in environment

Why is it important?

We all need to see excellence. By seeing it, it tugs at that internal voice that says we could be better. For some, seeing excellence around them in their environment may be their only window into what they can achieve. We owe it to them to show them what they can achieve. We can help make the difference for children by showing them beauty and making them feel a part of it.

Excellence in relationships

Why is it important?

Relationships are the bedrock upon which our organisation is built. We are in the business of working with people – without positive professional relationships, we cannot support each other in the best way or provide for our children in the best way.

Excellence as a professional

Why is it important?

The biggest impact on children and their outcomes in school are the adults that support them. We are their role models and need to set the example for them in everything that we do. Excellence as a professional also highlights our drive to continuously improve ourselves.

Pride in our excellence

Why is it important?

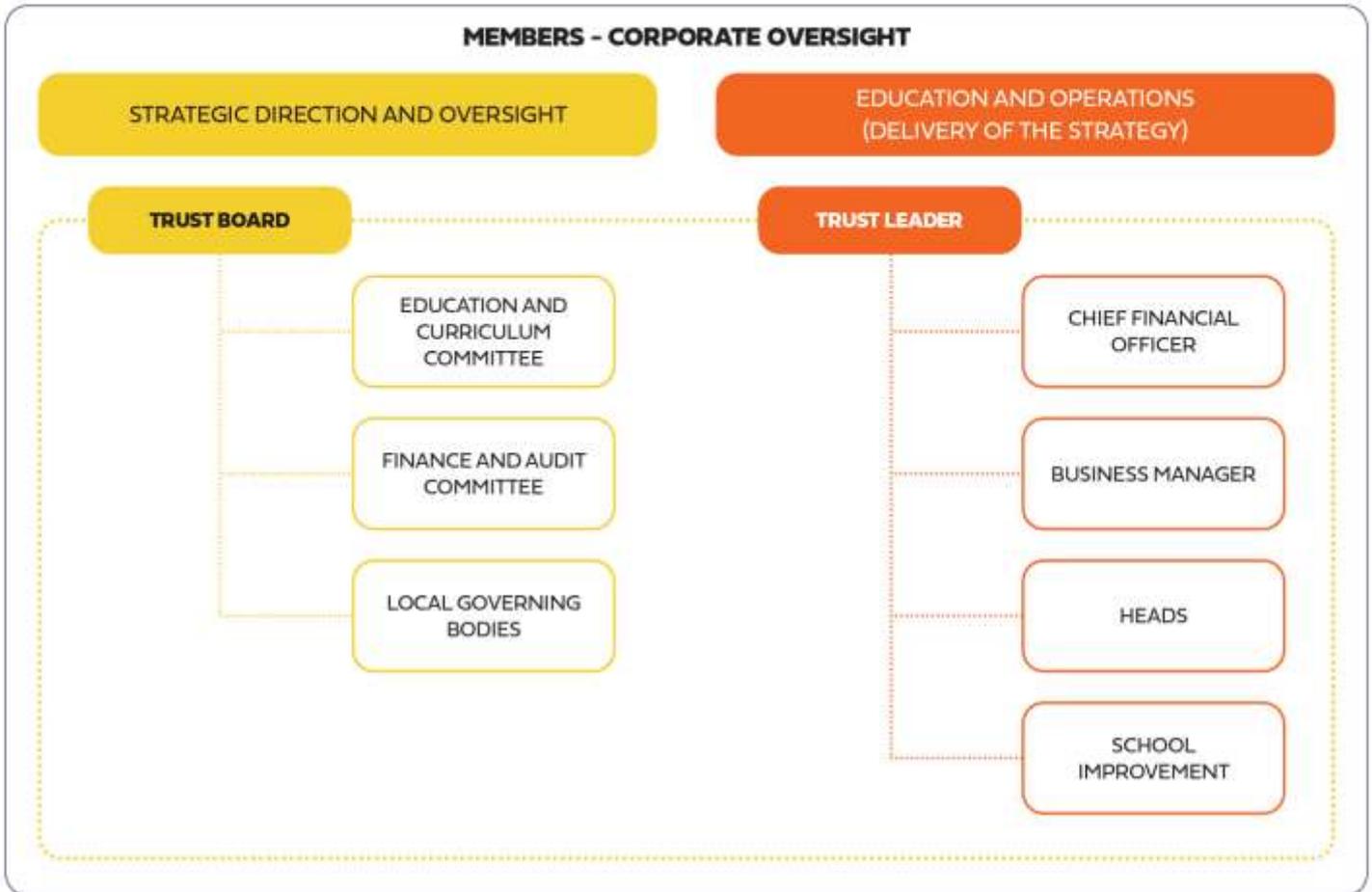
The excellence we've designed into our schools isn't window dressing, it's an essential part of our success. We believe that by taking pride in what we do and being proud of what we've done gives meaning and value.

How we work – our structure

Our trust is made up of a strong team of both volunteers and professionals.

- The members are the guardians of the trust and its ethos; custodians of governance in the trust and its vision and values.

- Our Trust Board and associated committees, including our Local Governing Bodies (LGBs) all support the trust and the schools with strategic oversight. The Trust Board determine our vision, values and set the strategic direction. Our Trust committees and the LGBs support the Trust Board in monitoring and challenging how the strategic direction is implemented.
- Our Trust staff team works on the education and operational delivery of the strategy. We have a strong central team which supports schools with education, HR, finance and business. Our Executive Leadership team comprises our school leaders and we support each other through working together.



<p>TRUST LEADER</p> <p>Mark Chatley</p>	<p>TRUST TEACHING AND LEARNING LEAD</p> <p>Branwen Taylor</p>	<p>TRUST BUSINESS MANAGER / COO</p> <p>Andy Lacey</p>	<p>CFO</p> <p>Carina Cuddington</p>	<p>TRUST FINANCE MANAGER</p> <p>Annamaria Potgieter</p>
<p>TRUST HR OFFICER</p> <p>Karen Francis</p>	<p>TRUST FINANCE OFFICER</p> <p>Clare Hancock</p>	<p>TRUST PA / GOVERNANCE PROFESSIONAL</p> <p>Vacancy</p>	<p>TRUST FINANCE ASSISTANT</p> <p>Kay Wallington</p>	<p>CLERK TO THE LOCAL GOVERNING BOARDS</p> <p>Vacancy</p>

Our Schools

LOOSE PRIMARY SCHOOL

PAN: 90

Three Form Entry



COXHEATH PRIMARY SCHOOL

PAN: 60

Two Form Entry



ST KATHERINE'S PRIMARY SCHOOL & NURSERY

PAN: 90 YR-Y6 and 50 FT or 100 PT Nursery

Three Form Entry



Loose Primary School

Loose Primary School is a large 3 form entry primary school, with over 120 staff, and is located on the outskirts of Maidstone. The school is popular and regularly oversubscribed with consistently strong first choice applications received. At Loose Primary School, we believe that 'Potential is Limitless' for every member of the school community – including out staff. An 'Ethic of Excellence' permeates all areas of the school. The whole school community is committed to ensuring that everything that takes place promotes the high expectations that have been established with wellbeing and the arts at the centre.

We encourage staff to be reflective practitioners and evaluate their practice to secure the best possible outcomes are secured for all learners. This is largely due to a whole school emphasis based on completing disciplined inquiry of a self-selected area of practice to focus on with instructional coaching and leadership pathway opportunities for staff at all levels. A number of leaders have completed or are undertaking projects as part of National Professional Qualifications and national projects. Teachers ensure a focus on building on prior knowledge in all subjects.

Leaders in our school and trust, governors and trustees share a clear vision and high expectations and aspirations for all. All leaders strive to make continued improvements in the pursuit of excellent provision for pupils. Leadership is distributed to enable whole school priorities to be correctly identified and improvements achieved.

A large proportion of pupils come from White British families (84%) with 8% EAL and 21 home languages spoken by children and families. There are 11% in receipt of Pupil Premium, 9% identified as having SEN with 2.0% having an Education, Health and Care plan and 17 in receipt of higher needs funding.

Loose Primary is a fully extended school, with many enrichment activities outside of the curriculum including wrap around care for 51 weeks of the year. The school community is strong. Links with parents and the wider community is extensive and the children are at the centre of everything with pupil voice strong in all aspects of school life. All stakeholders have a high level of moral commitment and respond impressively to leaders' ambition for the school. External and internal validation of school effectiveness highlights strengths and areas for development.

Working within Coppice Primary Partnership?

We are driven by our purpose – our 'why'. We surround ourselves with people and organisations who share our beliefs, and it is through these beliefs that we strive for excellence.

Our core purpose is defined as:

CONTINUOUS IMPROVEMENT

- with the right conditions and in the right environment, everyone can and should improve

STAFF FIRST

- the better we make our staff and the more we look after them, the better opportunities we make for our children

QUALITY EDUCATION

- every child – not just in the trust schools – has the right to a high quality education

COLLABORATION

- by utilising the skills and expertise within and beyond the trust, we can support each other and our improvement

We are a learning organisation. Through our commitment to **continuous improvement** we will ensure that staff are encouraged to 'improve not prove'. As Dylan Wiliam famously said 'Everyone needs to improve, not because they are not good, but because they can be even better'. Whether this be from high quality CPD or our Inquiry based approach to appraisal, we are committed to improving our staff.

The quality of a school cannot exceed the quality of its staff. It is our firm belief that by taking a **staff first** approach which looks after our staff, both personally and professionally, they will be in the best possible place to undertake high quality work which, in turn, will have a positive impact on the children in the trust and beyond.

The **quality of education** that a child receives is vital for their future. The curriculum is their invitation to the conversations of the world. We need to give children the knowledge, skills and understanding to join these conversations. It is important to find the right balance between a high quality curriculum which builds knowledge and skill over time with the pedagogical understanding that enables that it to be delivered in a way that ensures the children learn the content well.

Collaboration is key to our success. We are one staff over our three sites. By approaching our work in this way, we are able to work together to improve efficiencies, support each other and share practice to ensure the very best for our children, staff and communities.



Benefits of joining Coppice Primary Partnership

All staff joining our Trust will receive a planned induction to ensure that your career with us gets off to the best start possible. You will have access to high quality CPD throughout your time with the trust, provided by the school, the trust or external providers where appropriate. We encourage staff to continue their development and will support them financially through external qualifications (such as NPQs, CIPD, finance etc).

In addition, all staff in the trust automatically are in receipt of our 'Coppice Promise'. This is our promise to all staff around our practices and offers to ensure that their workload and wellbeing are effectively managed. Some of the highlights are:

Workload

- Shared planning across the trust with aligned curriculum models in some areas to free up valuable time – no need to 'start from scratch'
- Email promise - We very much have the mantra 'I'm sending this email at a time that works for me, please reply at a time that works for you.'
- No unnecessary meetings – if we don't need one, we won't have one.
- Evaluation of assessment data required two times a year. We understand and appreciate that this is a 'point in time' assessment. All data is input on Insight – reports therefore can be easily generated and information easily accessed.
- Good behaviour comes from a collective approach. All schools across the trust have a commitment to a robust behaviour management policy to ensure that time is focused on teaching and learning rather than behaviour management

Wellbeing

- Access to private health care including 24hr GP access.
- Annual Flu jab offered to all staff
- A family first approach – cover to ensure that you don't miss important family events
- The Trust and the schools in it are committed to supporting flexible working requests wherever possible
- All staff are entitled to free access to wraparound care for primary aged children attending trust schools. This includes access to the holiday play scheme where staff are working.
- The holiday play scheme is also open and free to staff who have children who attend other schools where staff are required to work.
- All staff can have access to Kent Rewards, a site offering cash back, discounts and vouchers for a range of popular high street stores.
- Throughout the year, school and trust wide social events will be available. These will all be optional but we believe in developing relationships and social events can certainly help. Events will be informal affairs, usually in informal settings and will be open to all staff.

Job Description

Purpose of the Job:

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

Key duties and responsibilities:

Planning, Teaching and Class Management:

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

1. Identifying clear teaching objectives and specifying how they will be taught and assessed through clearly define steps to success;
2. Setting tasks which challenge pupils and ensure high levels of interest;
3. Setting high expectations;
4. Setting clear targets, building on prior attainment
5. Providing clear structures for lessons maintaining pace, motivation and challenge;
6. Making effective use of assessment and ensure coverage of programmes of study;
7. Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour and standards of work;
8. Using a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
9. Evaluating own teaching critically to improve effectiveness;
10. Ensuring the effective and efficient deployment of classroom support;
11. Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
12. Providing a high quality learning environment that celebrates and supports learning

Monitoring, Assessment, Recording, Reporting

1. Assessing how well learning objectives have been achieved and use them to improve specific aspects of teaching;
2. Marking pupils' work and give high quality feedback. Ensuring pupils' are able to skilfully critique their own and each other's learning;
3. Assessing and record pupils' progress systematically and keep records to check work is understood;
4. Undertaking assessment of students as requested by end of year / key stage expectations;
5. Preparing and presenting informative reports to parents.

Curriculum Development

1. Having lead responsibility (*not applicable for NQTs*) for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development;
2. Contributing to the whole school's curriculum design and planning activities.

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 leader 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

Job Description

may be amended at any time following discussion between the Head of School and member of staff, and will be reviewed annually

We are committed to equality throughout our organisation. We are also committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.



Person Specification

Attributes	Essential Criteria	Desirable Criteria
Qualifications/training		
Education	Qualified teacher status A degree or equivalent. GCSEs (or equivalent) incl English and Mathematics	Higher degree qualification, post graduate courses
Professional Development	Evidence of participation in a range of INSET.	
Experience		
Teaching	Successful classroom teaching experience (Successful student placements for NQTs)	Evidence of curriculum leadership across the school age range.
National Framework	OFSTED awareness Awareness of current developments in education and the implications of these.	Recent experience of an OFSTED inspection and its follow up. Understanding of conduct of teacher appraisal
Teaching and Learning	Practical understanding of effective teaching and learning strategies.	
Standards	Awareness of strategies to raise pupil achievement and manage behaviour.	Involvement in school improvement work. Understanding of how to set targets
National Curriculum	Understand the planning of the National Curriculum, including assessment, recording and reporting.	
Parents and Community	Experience of working with parents to support their children's learning	Understanding of the role which can be played and the community in raising standards
SKILLS		
Management	Able to manage support staff in the classroom	Ability to implement changes and monitor impact
Relationships	Able to establish and develop good relationships with all involved in the school	Commitment to the school's wider community
Interpersonal and Communication Skills	Ability to communicate effectively in writing and orally Competent in the use of ICT	A positive and energetic approach to work Flexible and approachable Resilient under pressure
Attitudes		
Education Philosophy	A commitment to inclusive education and willingness to respond to the needs of individual learners	An understanding of the way schools can promote values and a moral code.
Staff Development	Commitment to their own development	
Equal Opportunities	Commitment to equality of opportunity Commitment to race and gender equality and social inclusion	Understanding of the needs to promote positive role models

How to apply

Where to apply

- Please find the advert and associated documents on Kent-Teach.com
- Please complete the application form through Kent-Teach directly – there is not a separate application form to complete
- All dates relevant to the advert including closing dates are included in the advert and in the Job description above.

Recruitment Process

- Once you have submitted your application, it will be reviewed against the criteria in the person specification. On the basis of this review, you may then be invited to attend an interview. The details of the specific tasks to undertake at the interview will be shared if you are shortlisted.

Special Requirements

- If you require reasonable adjustments prior to your interview, these can be arranged by emailing office@coppicepp.org or office@loose-primary.kent.sch.uk

Equality and Diversity

- We recognise the benefits of a diverse workforce. We are committed to eradicating discrimination in the workplace, becoming an employer of choice, for all staff to believe that they have a voice and be empowered to make a difference

References

- We will obtain references from your referees if you are successful at interview. In order to prevent any delays, please ensure that the reference section of the application form is accurate and completed in full.

Right to work in the UK

- Section 8 of the Asylum and Immigration Act 2006 makes it a criminal offence for an employer to take on a new employee whose immigration status prevents him/her from taking up employment. If you are invited to attend an interview, you will be asked to produce original and up to date documentary evidence of your right to work in the UK.

Data Protection

- Any data about you will be held securely with access restricted to those involved in dealing with your application in the selection process. By signing and submitting your application form, you are giving consent to the processing of your data.

Criminal Convictions

- All education establishments in the UK are exempt from the Rehabilitation of Offenders Act 1974. In practice, this means that all applicants must inform on all spent and unspent convictions on their application form and when completing a Disclosure and Barring form. Failure to provide this information may result in dismissal. List 99 is also obtained on anyone who will be working or coming into contact with children; and must be received by the School before employment can commence.

Safeguarding and Safer Recruitment

- The Coppice Primary Partnership is committed to our responsibilities for safeguarding and promoting the welfare of children, young people and vulnerable adults as outlined in Working Together to Safeguard Children and Keeping Children Safe in Education. We are committed to recruiting candidates who share this commitment to safeguarding, and therefore we apply robust recruitment and selection procedures to ensure that the people selected are right for the job, and that all candidates are appropriately screened prior to appointment.
- The Trust reserves the right to research applicants on social media platforms and the internet and may take this into consideration during the recruitment process.

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