



# HADLOW RURAL COMMUNITY SCHOOL

Effort achieves



01732 498120  
[www.HRCSchool.org](http://www.HRCSchool.org)





# Our School



Hadlow Rural Community School (HRCS) opened in September 2013 and offers a unique educational opportunity to students across the Weald of Kent; located within an idyllic 20-acre rural campus, situated in the historic village of Hadlow.

HRCS is a popular, oversubscribed School with a current roll of just under 400 students, increasing to 500 over the next 3 years. The School relocated to a £7million new build in 2016 and has developed a strong reputation both locally and beyond for enabling its young people to excel and flourish; providing an exciting, vibrant and dynamic experience in academic and land based vocational studies. The school is heavily oversubscribed and has, for the last four years, achieved one of the highest percentages of preferences for Year 7 places, for non-selective schools, across Kent.

The success and popularity of the school has been based on our ethos of providing an educational experience suited to our students and the local community and, whilst academic progress is of the highest importance to us, this is equally matched by our promotion of vocational and enrichment opportunities, ensuring the development of every child as a whole.

Positive, productive, and supportive relationships with all stakeholders is a key element of the school and this is further underpinned by maintaining small class sizes of 25-26 students across the school, with many Key Stage 4 option subjects averaging class sizes of 15 students.

High expectations are promoted across every aspect of the school and all members of HRCS are expected to be kind, caring and considerate, showing honesty and integrity and applying 100% effort in all their endeavours, supporting our school motto of 'Effort Achieves'.

# Vacancy

## History Teacher - Subject Leader Opportunities

**Application:** Apply by 9.00am, Friday 15th December 2023

**We would advise applying early for this role as interviews may take place prior to the closing date**

**Start:** January 2024 (or earlier)

**Salary:** UNQ/NQT/MPS + up to £5,000 Recruitment & Retention

**Location:** Kent

**Contract:** Permanent (Full Time/Part Time Negotiable)



Hadlow Rural Community School is a unique school, combining a traditionally academic curriculum with a challenging Land-based specialism.

As the only specialised Land-based school in the country, our students have the opportunity to not only study for the highest academic grades but also to participate in a wide variety of life-enhancing and enriching experiences, working in a beautiful outdoor environment in areas such as agriculture, horticulture, animal care and countryside management.

Due to the popularity of the school and an increase in numbers of the next three years, we wish to appoint a dynamic, innovative and exceptional History Teacher who has the ambition and expertise to play a key part in the continuing success of the School. Subject leadership opportunities may be available for the right candidate. The ability to teach a second subject would also be advantageous.

This is an exciting post for an excellent practitioner and offers an outstanding opportunity for career progression (70%+ of leadership positions appointed internally in the last 5 years). The role provides the perfect opportunity for a candidate wishing to begin their career within a small and supportive environment or, for more experienced colleagues, it will provide the opportunity to take on more responsibilities supporting any potential aspirations for leadership in the future.

If you feel that you are a highly motivated, inspirational teacher who has the expertise and experience to play a vital part in the future of our School then we would very much like to hear from you.

# Benefits of Working at HRCS



The Trustee's and Senior Leadership Team at HRCS are very aware of the significant contribution that colleagues bring to the school and the importance of providing a positive, supportive and productive working environment.

This is epitomised through our vision and values and the daily interactions between staff, students and parents. Student conduct is exemplary and based on high expectations and mutual respect; poor behaviour is not tolerated.

Career development and progression for those staff with leadership aspirations is prioritised and the school has a strong track record of supporting colleagues in achieving their career goals.

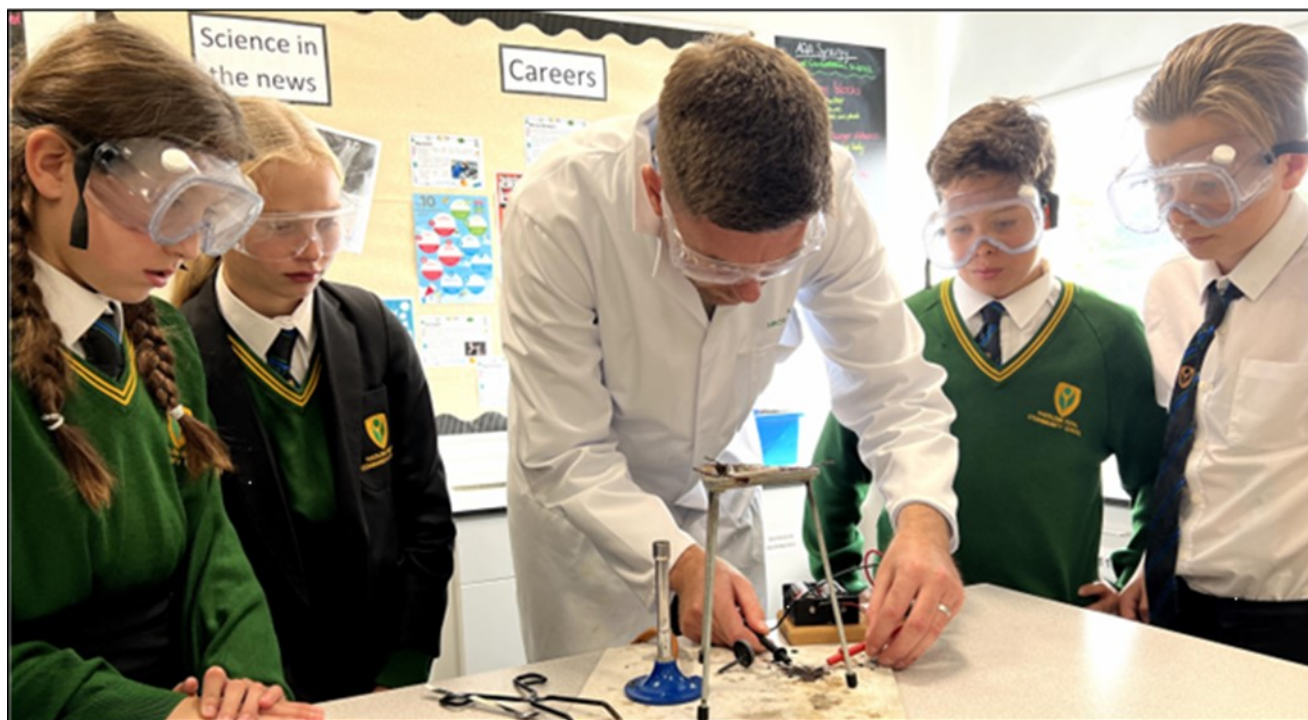
All staff are highly valued, with wellbeing represented as a standing agenda item on all meetings, and working groups regularly meeting to review common practices and workload considerations.



# Benefits of Working at HRCS

The school also provides the following benefits:

- Working within an idyllic rural setting
- Welcoming environment
- Competitive Salary
- Enhanced M6 & UPS Payscales
- Differentiated Appraisal Targets
- Reduced Directed Time (50 hours)
- Staff Loyalty days
- Paid leave for key life events
- Benenden Health Insurance
- Wellbeing weeks—3.30pm closure
- Comprehensive Induction
- Personalised CPD
- Aspirational Leadership Support
- Funded NPQ's/Higher Level training
- Access to Teacher Training
- Small Class Sizes
- Headteacher & SLT open door policy
- SLT Staff Wellbeing Champion
- Priority within school admissions criteria
- Access to school car
- Electric Car Chargers
- Free Parking
- Free Duty Meals
- Free Tea and Coffee
- Sick Pay
- Pension Contributions
- Support Line
- Occupational Health Support
- Staff Social Events
- Staff wellbeing & workload group
- Kent Rewards



# Job Description

## **Post Title: Teacher**

This job description may be amended at any time following discussion between the Headteacher and member of staff in the light of any changes in the requirements and priorities of the School, and will be reviewed annually.

## **Job Purpose**

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 Head Teacher.

## **Areas of Responsibility and Key Tasks**

### **Planning, Teaching and Class Management**

- Teach allocated pupils by planning their teaching to achieve progression of learning through:
- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying and planning for SEN and very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to:
  - ◊ match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - ◊ use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  - ◊ select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;

# Job Description

## **Monitoring, Assessment, Recording, Reporting**

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records in agreement with School policies to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

## **Curriculum Development**

- contribute to a subject area or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance
- contribute to the whole school's planning activities

## **Pastoral Duties**

- be a form tutor to an assigned group of students;
- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- liaise with the DHT Behaviour & Safety to ensure the implementation of the School's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- contribute to the preparation of student reports;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- contribute to the PSHE and Citizenship School policy.



# Job Description

## **Other Professional Requirements**

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- know subject(s) or specialism(s) to enable effective teaching;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute positively and effectively to the Social, Moral, Spiritual and Cultural development of students;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- attend the full range of meetings contained within the directed time budget necessary to contribute to the discharge of responsibilities of subject teams and the School as a whole;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools as appropriate;
- take responsibility for own professional development and duties in relation to School policies and practices;
- liaise effectively with parents and governors.

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 manager to undertake work of a similar level that is not specified in this job description.

This job description sets out the duties of a teacher at the time it was prepared. Such duties may vary from time to time without changing the general nature of the duties and level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a re-grading of the post.

# Person Specification

**Post Title: Teacher**

|    |  | Essential | Desirable |
|----|--|-----------|-----------|
|    | <b>Qualifications</b>  |           |           |
| 1. | QTS  |           | √         |
| 2. | Good Honours Degree (2:1)  |           | √         |
| 3. | Further Accredited qualifications and CPD  |           | √         |
|    | <b>Professional Development</b>  |           |           |
| 1. | Evidence of relevant CPD   | √         |           |
| 2. | Demonstrating an active role in the school beyond your own subject               | √         |           |
| 3. | Evidence of leading CPD for others   |           | √         |
| 4. | Demonstrating an active role in the wider community                              |           | √         |
|    | <b>Experience</b>  |           |           |
| 1. | Experience of teaching in secondary schools                                      | √         |           |
| 2. | Evidence of good teaching  | √         |           |
| 3. | Evidence of good outcomes for pupils in your care                                | √         |           |
| 4. | Leading teams of staff to unified success  |           | √         |
| 5. | Evidence of outstanding teaching   |           | √         |
| 6. | Evidence of outstanding outcomes for pupils in your care                         |           | √         |
|    | <b>Knowledge &amp; Skills</b>  |           |           |
| 1. | Thorough knowledge of your subject's curriculum and assessment levels            | √         |           |
| 2. | Ability to work as part of a team  | √         |           |
| 3. | Ability to deliver a second subject at KS3 level                                 |           | √         |
| 4. | Understanding of equal opportunities issues in an education context              | √         |           |
| 5. | An understanding of safeguarding and its importance within a School environment. | √         |           |
|    | <b>Personal Attributes</b>   |           |           |
| 1. | Organisational ability and a reflective practitioner                             | √         |           |
| 2. | Flexibility, enthusiasm and commitment   | √         |           |
| 3. | High expectations of students and high standards of your own work                | √         |           |
| 4. | Suitable to work with children.  | √         |           |
| 5. | An excellent attendance record   | √         |           |

# How to Apply

## Finding out more about HRCS:

We know that applying for a position and starting employment at a new school can be a big step, and therefore it is very important for us that candidates have a good understanding of our school and are able to make a judgement, for themselves, on the excellent working environment and the support provided at HRCS.

We are therefore always extremely happy to provide personalised tours of the school and arrange opportunities to meet staff and students to ask questions and support your interest in working at HRCS.

Similarly, should you require any further details on any role within the school or would like an informal discussion with the Headteacher, please contact the PA to the Headteacher via email on [Heidi.Whitmore@hrcschool.org](mailto:Heidi.Whitmore@hrcschool.org) or via 01732 498120.

## Applications

If you wish to apply to join Hadlow Rural Community School in the next phase of its exciting future, the school website [www.hrcschool.org/Staff/Vacancies/](http://www.hrcschool.org/Staff/Vacancies/) will provide further details and an application form.

- Applicants should send to school
- A fully completed application form,

A letter of application identifying how your knowledge, skills and experience meet the requirements of the Person Specification; and how you will contribute to making Hadlow Rural Community School an outstanding place of learning.

Letters should be addressed to the Headteacher and presented on no more than 2 sides of A4, font size 11. Please send this to: [HR@HRCSchool.org](mailto:HR@HRCSchool.org)

The deadline for applications is **9.00am, Friday 15th December 2023**

We would advise applying early for this role as interviews may take place prior to the closing date





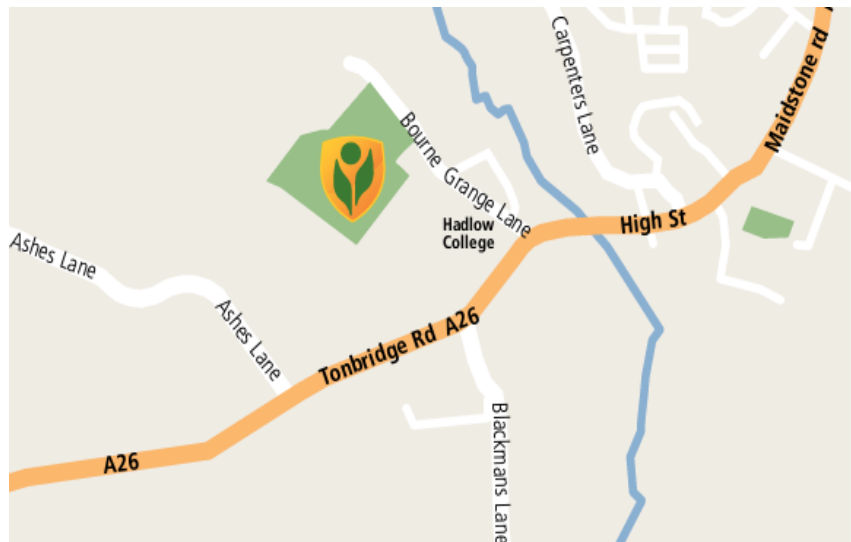
# Directions



Hadlow Rural Community School located within an idyllic 20-acre rural campus, situated in the historic village of Hadlow.

**Address:**

Hadlow Rural Community School  
Tonbridge Road  
Hadlow  
Tonbridge  
TN11 0AU

**Contact:**

01732 498120 or [contact@hrcschool.org](mailto:contact@hrcschool.org)

**Driving**

The school can be accessed via the A26 Tonbridge Rd, supporting access via the M26 and M20 from the North and the A21 and A228 from the South.

**Rail**

Mainline rail services can be accessed at Tonbridge and Maidstone mainline stations, with Taxi and Public Bus provision servicing the Hadlow campus.

**Public Bus**

The school maintains its own bus service (HRCS 1), covering Hadlow, East Peckham, Kings Hill and Snodland. Other public services are available between Tonbridge and Maidstone.