



**Waterfront  
UTC**

**Candidate Briefing Pack  
Head of Construction**





# Welcome to The Howard Academy Trust

As a Trust, we currently comprise of 7 schools, across Kent and Medway. We currently have 3 secondary schools and 4 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 for our member schools is “working together to create a community of successful learners”. In doing this, we will deliver an outstanding education for the children and young people who attend our academies. We endeavour to ensure that all our pupils 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. Both Temple Mill Primary School and Waterfront UTC joined the Trust as sponsored academies and have moved from Special Measures to a Good school on their first inspection. 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;**

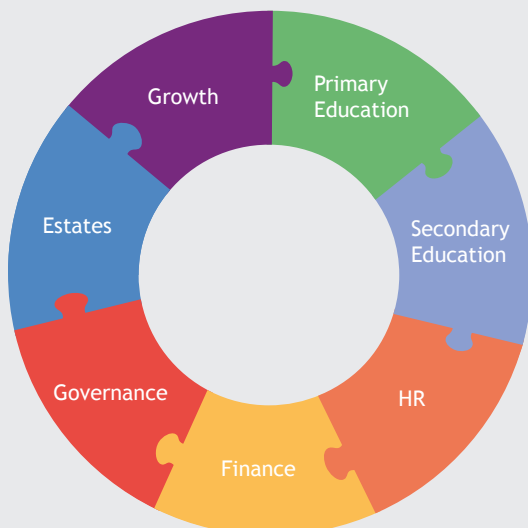
Shared whole Trust values of dignity, respect and ambition;

**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



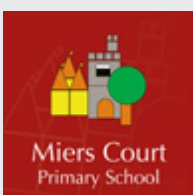
**Temple Mill Primary School**  
240 Pupils on Roll  
Rated Good by Ofsted  
Located in Strood, Kent



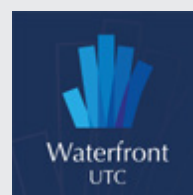
**Deanwood Primary School**  
230 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



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



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



**Waterfront UTC**  
270 Pupils on Roll  
Rated Good by Ofsted  
Located in Gillingham, Kent



**The Abbey School**  
1,200 Pupils on Roll  
Located in Faversham, 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 2020, 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.
- Subsidised Private Healthcare with Benenden Health.
- 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.

## Professional Development

- Early finish for teaching staff every Friday afternoon to allow for whole school CPD (Secondaries only) and whole school PPA (Primaries only).
- Comprehensive CPD programmes including departmental and whole school training.
- Trust-wide training events and Staff Conference 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.
- Access to industry leading CPD subscriptions including Optimus Education.

## Wellbeing

- All year round support staff receive 24 days annual leave (pro-rata'd for part time staff) 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.
- 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 with 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  
**268**



Age Range  
**14-19**



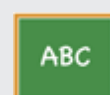
PP+FSM  
**26.8%**



SEN  
**38%**



EAL  
**9%**



OFSTED Rating:  
**Good**



Gender of Pupils:  
**Mixed**



# Job Description

<b>Job Title:</b>	Head of Construction
<b>Term:</b>	Permanent
<b>Department:</b>	Construction
<b>Remuneration:</b>	MPS/UPS + TLR2b (£5,023)

## General description of the post

The holder of this post is expected to carry out the professional duties of a Head of Construction 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.

## 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 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

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 post holder should conduct themselves professionally at all times, treating pupils and staff with mutual respect, regardless of personal beliefs, in accordance with Trust ethos, policies and practices.

## Key responsibilities

- Making a distinctive contribution to raising standards across the school and in specified department.
- 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.
- Devising and implementing targeted interventions that enable students to reach and exceed their targets.
- Acting as a role model for staff for high quality inclusive 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.

## Curriculum Management and Development:

- Design and develop a comprehensive and engaging subject-specified curriculum in line with national and school-specific educational standards.
- Implement innovative teaching strategies to enhance student learning experiences.
- Stay updated on industry trends and developments to ensure the curriculum remains relevant and prepares students for future careers.
- Ensuring that innovative and appropriate approaches to learning are made available to students with specific learning needs. For example: those with a low skill base, hearing or visual impairment, the very able.
- Restructuring the target setting lessons doe a secure programme of study of T Levels in liaison with the Construction Coordinator

## Intervention and Support

- Monitoring and evaluating progress towards meeting pupil achievement targets
- Ensuring that there is an effective assessment, recording and reporting system of student progress in each year group.
- Regularly analysing teacher assessment data to identify students who require additional support.
- To liaise with parents and encourage parents to support the development of their child's literacy skills.

## Quality Assurance and Review:

- Evaluating the design and delivery of the Construction curriculum; continuously striving to improve all aspects.
- Contributing to school self-evaluation processes by evaluating schemes of work and the impact they have on student progress.
- To make use of the analysis and evaluation of performance data from lesson observations and work scrutiny to identify target areas to support with

#### **Communication:**

- To ensure that all members of staff are informed about and have chance to contribute to the development of the Curriculum.
- To ensure effective communication as appropriate with staff, parents, and students.

#### **Management of Resources / Health & Safety:**

- To ensure the appropriate management of resources of space, staff, money and equipment in line with subject learning priorities and best value principles
- Assisting colleagues within the department to maintain the interior and exterior of the Construction accommodation to a high standard that reflects the ethos of the UTC.
- Managing the security and Health & Safety aspects including legal obligations.
- To be familiar with and support any health and safety procedure and ensure all duties and responsibilities are discharged in accordance with the academy's health and safety at work policy.

#### **Additional Duties:**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.
- To fulfil the professional standards outlined in the Teachers' Standards Document
- At the request of the Principal, you may be expected to undertake / complete any reasonable duties expected of a Head of Department.
- All staff, with the support, of the academy's designated DSL, have a responsibility for providing and safeguarding the welfare of students.

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 the Headteacher 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:** Head of Construction

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 &amp; 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 these impact 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 practiced and developed</li> </ul>	

## 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-focused 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