



**The Abbey
School**

Candidate Briefing Pack

Teacher of English for KS3 Coordinator





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.

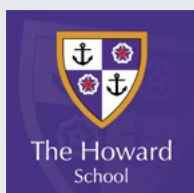
Champion our THAT People Strategy to retain, recruit, develop and reward an excellent workforce.

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



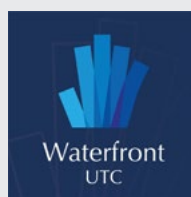
Deanwood Primary School
230 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



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



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



“Leaders and staff have high aspirations for what all pupils can achieve across the curriculum.”

- Ofsted, 2022



Welcome to The Abbey School

Welcome to The Abbey School, and thank you for your interest in this post. The Abbey School joined the very successful Howard Academy Trust on 1st April 2023, after celebrating the school's best academic results *ever* in 2022. The Abbey School is a mixed secondary school with a thriving population of over 1200 students. We believe that school should be a place where young people can discover and develop their own individual talents. This means an education that is structured around the individual strengths and needs of each child.

At the end of their time with us, we aim for all our young people to leave the school confident, happy and well equipped to take their place in employment or further education. We are particularly proud of the support structures that exist within the school which we continually enhance. Developing 'well rounded' individuals who possess a strong sense of responsibility for both the school and the wider community is important to us. Our students require not only an excellent foundation in learning, but also attributes such as resilience, leadership, creativity and team-working skills.

When you visit our school I am sure that you will recognise not only the warm welcome of our students but also their enjoyment and passion for learning.

Our school motto reflects our educational values. It is inclusive of all that belong to our community, and it is our aim that all members of our school show respect for one another.



Hear from staff at The Abbey School

“Be the Best You Can Be”

Aspiration

Aspiration at The Abbey School does not only mean wanting to do well in tests or gaining qualifications. It refers to the broader sense of accomplishment gained through personal development and through participation in a large variety of opportunities offered to our students. In many circumstances achievement of their goals should be recognised or praised, but we will not reward mediocrity.

Community

Our school emphasises the importance of working collectively both within the school and with local partners. Our vision is that students should be the best that they can be and support others in realising this goal. When students achieve they not only improve their sense of identity but also their commitment and feeling of belonging in the school.

Curiosity

We want our students to take a keen interest in the world around them and develop a love of learning. This means being exposed to issues such as the complexities of the universe and the human condition. When faced with the scale, intricacy and magnificence of the world around them our hope is that they develop a sense of wonder and humility. In doing so they may also consider the value or meaning of their own life.

Dr Rowland Speller
Headteacher



About The Abbey School



NOR

1145



Age Range

11-19



PP

34%



FSM

32%



SEN

13%



EAL

6%



Quality of Education
OFSTED Rating:

Good



Gender of Pupils:

Mixed

Record GCSE & A-Level Results in 2022

55%

Achieved GCSE English and Maths at 4+
(up from 34% in 2017)

69%

A*-C at A-Level
(up 29% from 2019)



Job Description

Job Title:	Teacher of English (with TLR 2C KS3 Coordinator)
Contract Type:	Full-time
Remuneration:	MPS/UPS + TLR 2C £3,214

The ethos of the school is one of shared responsibility, to which staff are expected to make a significant contribution. The expectation is that staff will present themselves professionally, be positive and contribute constructively to the life and work of the school.

Job Purpose

The job description which follows recognises that the core purpose of the role of the Key Stage 3 coordinator in English is to support the Head of English in providing professional leadership and strategic direction for the teaching and learning of English throughout the school in order to secure:

- High quality teaching and learning for all.
- High standards of achievement for all students.
- The efficient and effective deployment of staff and resources.

In addition to the responsibilities set out in the national teaching standards the specific responsibilities for the role of the Key Stage 3 coordinator in English are as follows:

Responsibilities and Tasks

Strategic Leadership

- To keep abreast of developments in the teaching, learning and assessment of English and to share and support other members of the department to do the same.
- To support the Head of English in developing a strategic vision for the department.
- To provide professional leadership and strategic direction for the teaching and learning of Key Stage 3 in the department, including the planning and/or delivery of CPD.

- To work with the Head of English to ensure that all statutory elements and agreed school approaches to learning and assessment are embedded into the Key Stage 3 programmes of study. Co-ordinate and contribute to the updating of schemes of work within the department as necessary and oversee their implementation.
- To work with the Head of English to formulate, implement and evaluate departmental policies in line with school policies and to update these as necessary.
- To work with the Head of English and Second in Department to assess the effectiveness of departmental teaching and learning strategies in Key Stage 3 in achieving pupil progress via the use of agreed Quality Assurance systems and practices.
- Work with the Head of English to identify and monitor students who require subject intervention at Key Stage 3.

Operational Leadership

- To work with the Head of Department to ensure that departmental schemes of work at Key Stage 3 are relevant, effective, engaging and promote collaborative working, with particular regard for transition from Key Stage 2.
- To model good practice in teaching, learning and assessment; working with the Head of Department and other members of the team to share good practice and carry out agreed Quality Assurance activities.
- To work with the Head of Department to ensure that strategies for the effective use of data and target-setting within the Department are consistently applied and reviewed as necessary.
- To work with the Head of Department to ensure the tracking and monitoring of all students including key groups at Key Stage 3 to secure strong progress for the English element of statutory performance indicators.
- To ensure that reporting and feedback within the department are supporting students to progress.
- To coordinate internal assessments at Key Stage 3, ensure that the department are able to support students in preparing for them and ensure effective moderation across the cohort.

- To lead discussions regarding group or set movements and ensure that all stakeholders (teachers, students, parents and relevant support staff) are notified of agreed changes in advance.
- To monitor and intervene where necessary with student behaviour within the department.
- To plan opportunities for students to develop their understanding by exploiting opportunities for learning outside the classroom.
- To develop strong and positive relationships between parents and the school so as to promote students' learning in a spirit of partnership, providing information to parents about targets, achievements and progress.
- To ensure that there is a safe working environment in which risks are properly assessed.
- To ensure cover work is set when members of the department are absent due to illness.

Personnel Leadership

- To work with the Head of Department to lead, manage and support the team of teachers who deliver English at Key Stage 3 and provide support across the English Department.
- To help colleagues to achieve constructive working relationships with students and with their parents.
- To play an active role in departmental staff professional development, including Appraisal.
- To work with the Head of Department to ensure that all staff teaching in the department are actively involved in curriculum development and raising achievement.

Person Specification

Post: Teacher of English (with TLR 2C KS3 Coordinator)

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 and Qualifications	
<ul style="list-style-type: none">Teaching QualificationsDegree or equivalent	<ul style="list-style-type: none">Further DegreeEvidence of ongoing Professional Development
Experience	
<ul style="list-style-type: none">Outstanding teaching experienceExperience 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.	<ul style="list-style-type: none">Experience of working within an academy
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.Equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards.Sound understanding of equality of opportunity issues and how they can be effectively addressed in schools.	

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