



JOB APPLICATION PACK

Specialist Teacher - Inspire

● Curious ● Creative ● Caring



WELCOME

to

Northfleet Technology College

Thank you for your enquiry about joining Northfleet Technology College, I am delighted to provide an application pack for this post. I hope, the information provided will help you in taking your application forward. If you have any questions or require any further information, do not hesitate to contact us.

Northfleet Technology College (NTC) is a truly unique school. Our collaborative and collegiate approach to teaching and learning lends itself to a real sense of camaraderie between students and staff. NTC's vision of 'going beyond' is at the heart of everything we do, our expectations are exceedingly high - mediocre is not accepted. With outstanding facilities, hugely talented staff and students, NTC is a popular choice in the community we serve.

Our state of the art, purpose-built school was designed to deliver an innovative educational experience. The mix of large learning zones, open spaces and traditional classrooms encourages collaborative working, teamwork and oracy development. As a technology college, we benefit from excellent ICT resources and technology related equipment with all students have access to their own school laptop. In addition, we have a Drama studio, Music suite with recording studio, fully equipped DT space, first-class sports hall, climbing wall, multiple sports pitches, MUGA, dedicated Sixth Form area and nature reserve!

We are incredibly proud of our school and our caring nature; great importance is placed on the personal wellbeing of our staff and students. We seek to appoint like-minded professionals who share our commitment to making a positive difference to the lives of the young people under our care and guidance. Working at NTC is demanding and everyone works hard, including new colleagues. Your hard work will be appreciated, you will be provided with excellent support, continuous professional development and all resources required for your role. We are an ambitious, forward-thinking school with an exciting future.

If you do decide to apply for this role, I appreciate your investment in time and effort. Whatever the outcome, I wish you every success in the future.

Yours sincerely



Steve Gallears
Headteacher

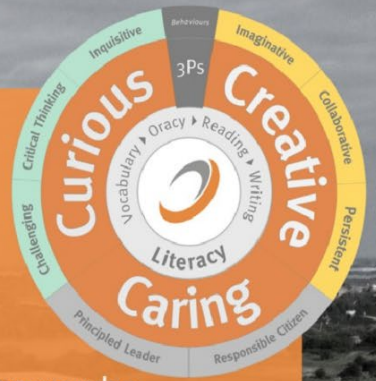
Our Vision

Going beyond with our learning to make a difference

NTC strives to reach the highest standard to foster aspirational learners who understand the value of education in creating a better future, by providing high quality teaching and learning experiences for all.

NTC will:

- Inspire and engage learners who are curious, creative and aspire to achieve.
- Develop respectful and responsible people who make a positive contribution to the community and wider society.
- Nurture confident young people whose resilience enables them to live safe, happy, healthy and fulfilling lives.
- Provide a vibrant, inclusive, supportive and secure environment with open-minded young people who celebrate diversity.
- Promote opportunities that support students in deciding and fulfilling their future aspirations.
- Provide opportunities for young people to develop individual interest and talents for lifelong learning.



ETHOS

at

Northfleet Technology College

We will develop students who are:

Curious to learn, use and share knowledge through being inquisitive, thinking critically and challenging.

Creative in applying learning through being imaginative, collaborative and persistent.

Caring for themselves, others and the world around through being a principled leader and taking responsibility.

Boys are actively encouraged to be 'curious, creative and caring.' Clear routines and systems contribute significantly to pupils' good behaviour and ensure they are 'prepared, polite and productive.'

Ofsted, 2022



Inspire

We understand that not every student is able to maintain positive behaviours and, therefore, we have several interventions in place to support these students. Our Alternative Provision incorporates the following programmes:

- External Placements
- KS3 Mid-term and Long-term placements in The INSPIRE Hub
- KS4 permanent Alternative Provision – The ENGAGE HUB

At NTC, we like to have a place for students to go to feel safe. This is a place where we can support them throughout their time here at NTC. Our 'Inspire' room has a garden attached, which is used to support students through outdoor activities like gardening and facilitate outdoor interventions. We have a quiet time corner, which the students can come and sit in to talk with a member of staff if they have any worries. We offer support for students if they have struggles in lessons, here we can support assist and adapt the work to the student's needs.

The Inspire Hub creates a calm learning environment where staff remove barriers for our students to access learning with the use of support mechanisms that will continue to support them when they are ready to be reintegrated back into Mainstream education. Each student is an individual and, as such, there is not a 'one cap fits all', however, all staff readily appreciate that certain barriers can be broached and overcome in time. Students initially join The Inspire Hub on a time scaled programme, during this time the focus is on their ability to access learning successfully and remove learning barriers presented through their own individual needs.

A dedicated team of staff work collaboratively to create a learning environment for our Inspire students, which is inclusive and promotes positive outcomes for students to enable their integration into mainstream learning or other appropriate provisions.

It is with great excitement that we are now able to expand our Inspire team and appoint a highly qualified specialist teacher to plan and deliver a learning programme which is creative, curious, and caring and meets the needs of students requiring more specialised delivery techniques.

THE INTERVIEW PROCESS

at

Northfleet Technology College

The best way to get a feel for our school is to visit and have a guided tour of the site.

The deadline for applications will be 10am on Wednesday 17 April 2024

- Email your completed application to office@ntc.kent.sch.uk and mark for the attention of Miss E Stuart or post your application to her attention and ensure it arrives before the deadline.
- In your personal statement, give your reasons for applying for this post and say why you believe you are suitable for the position.
- Read the job description and person specification, describe any skills and experience you have gained in other jobs or similar environments which demonstrate your ability and aptitude to undertake the duties of the post. Continue on a separate sheet if necessary.
- Our governors are keen to ensure our staff model and uphold the vision and ethos of our school. Explain how you will achieve this.

The selection panel will shortlist from the applications received, candidates will be informed soon after. The School reserves the right to interview before the application deadline.

Please note: C.V.s will not be accepted, you must complete the NTC application form.

Interviews will take place week beginning Monday 22 April 2024.

Each task will be scored, those with the highest score will be offered the post. We will inform you at interview of when candidates will be informed of the outcome. We welcome future applications from you.

Interviews are a two-way process, please ask as many questions as you can and make sure you feel our school is a good fit for you.

To arrange a tour of the site or to ask any further questions, please contact office@ntc.kent.sch.uk.

'Leaders have exceedingly high expectations. They know their staff and pupils well. They are ambitious and supportive of all.'

Ofsted, 2022

THE JOB DESCRIPTION

Post Title:	Specialist Teacher (Inspire)
Purpose:	Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.
Reporting to:	Director of Alternative Provision
Key Success Indicators	<ul style="list-style-type: none"> • Positive outcomes for students with a range of complex special education needs and social emotional barriers who are admitted into the school's Key Stage 3 'Inspire' programme. • A high-quality education appropriate to their age, ability, and any special needs is successfully delivered. • A well planned, co-ordinated, and delivered enrichment curriculum, which aids a successful transition to the next phase of education. • Regularly meet the <i>Teachers' Standards</i>. • Teaching quality is rated as <i>Secure</i> or better. • Positive progress for all students regardless of age, ability, and special needs is achieved. • Evidence of a positive impact in developing other staff members in raising attainment, developing resources, or improving T&L.
Responsible for:	Teaching and Learning
Liaising with:	Director of Alternative Provision, and Inspire colleagues
Working time:	Full Time
Salary/Grade:	M1-UPS3 dependent on experience
Main (Core) Duties	
Teacher standards Part one – teaching	
Section 1 – Expectations	<ul style="list-style-type: none"> • Establish a safe and stimulating environment for students, rooted in mutual respect and supporting less experienced teachers in team taught lessons. • Promote collective responsibility of high expectations across the school. • Set goals that stretch and challenge students of all backgrounds, abilities and dispositions. • Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
Section 2 – Student Progress	<ul style="list-style-type: none"> • Be accountable for students' attainment, progress and outcomes. • Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these. • Guide students to reflect on the progress they have made and their emerging needs.

	<ul style="list-style-type: none"> • Demonstrate substantial knowledge and understanding of how students learn and how these impacts on teaching, sharing this knowledge with colleagues to ensure students make progress across the Faculty. • Encourage students to take a responsible and conscientious attitude to their own work and study. • Develop an active understanding of the progress of the subject towards targets and your role in achieving those targets through your own classes and supporting others. • Work with other members of the wider staffing teams to develop strategies to raise attainment. • Make a positive contribution to the development of others working with the Inspire cohort, including the adaptation of work to suit students' individual needs.
Section 3 – Subject Knowledge	<ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas, foster, and maintain students' interest in the curriculum and address misunderstandings. • Demonstrate a critical understanding of developments across the curriculum areas and promote the value of scholarship. • Use subject knowledge to write high quality SoW and resources that can be used by all appropriate teachers. • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
Section 4 – Planning	<ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time. • Promote a love of learning and children's intellectual curiosity. • Plan out-of-class activities to consolidate and extend the knowledge and understanding students have acquired. • Reflect systematically on the effectiveness of lessons and approaches to teaching. • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) • Well, thought through planning to ensure a consistent curriculum is delivered to all students regardless of need. • Plan sessions that effectively develop students personal and social skills. • Ensure all lessons follow NTC lesson expectations. • Plan and implement, where appropriate, enrichment activities which support learning and engage students.
Section 5 – Responding to Needs	<ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively. • Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how to best overcome these. • Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support students' education at different stages of development. • Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability, those with English as an additional language, those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. • Take an active role in the development of provision/school policies with regard to students' welfare and learning.
Section 6 – Assessment	<ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

	<ul style="list-style-type: none"> • Take an active role in shaping the effectiveness of marking and assessment. • Make use of formative and summative assessment to secure students' progress • Use relevant data to monitor progress, set targets, and plan subsequent lessons. • Give students regular feedback, both orally and through accurate marking, and encourage students to respond to feedback. • Ensure all written feedback follows the NTC Assessment, Feedback and Reporting policy.
Section 7 – Student Behaviour	<ul style="list-style-type: none"> • Have clear rules and routines for behaviour in Inspire and take responsibility for promoting good and courteous behaviour both in classrooms and around school in accordance with the DWD behaviour policy. • Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, consequences, and rewards consistently and fairly. • Manage students effectively, using approaches which are appropriate to students' needs to involve and motivate them. • Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary. • Support other staff with behaviour issues and maintain a positive, learning, environment at all times. • Proactively model and maintain behaviour standards and protocols across the school site.
Section 8 – Wider professional Responsibilities	<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school. • Organise school visits and external visitors as appropriate to enhance the curriculum and learning experience for students. • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and professional support. • Contribute to the professional development of other staff through coaching mentoring and joint professional development. • Deploy support staff effectively and liaise with Director of Alternative Provision on any issues. • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. • Communicate effectively with parents with regard to students' achievements and wellbeing. • Attend CPD, meetings, parents' evenings and other-directed time activities as shown in the school calendar.
Teacher standards Part two – Personal and Professional Conduct	
Demonstrate consistent high standards of personal and professional conduct	<ul style="list-style-type: none"> • Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. • Have due regard for the need to safeguard students' wellbeing, in accordance with statutory provisions. • Show tolerance and respect for the rights of others. • 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 students' vulnerability or might lead them to break the law.

	<ul style="list-style-type: none"> • Have proper and professional regard for the ethos, policies and practices at NTC and maintain high standards of attendance and punctuality. • Have an understanding of, and always act within, the statutory frameworks which set out professional duties and responsibilities
Legislation Compliant	<ul style="list-style-type: none"> • To be responsible for promoting and safeguarding the welfare of children and young people within the school • Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
Specialised Teacher (Inspire) additional responsibilities	
Ensure a consistent and high-quality approach to pastoral support by modelling regulation of personal behaviours, maintaining standards (e.g. being punctual) and champion every student by supporting them both academically and pastorally.	
Inclusion Provision:	<ul style="list-style-type: none"> • To work with the Inspire team to ensure students access bespoke learning successfully. • To work closely with parents, teachers, and other stakeholders to ensure the identified cohort of students achieve the best academic and personal outcomes. • To provide support and advice to students in line with promoting their social care and personal development with respect to learning and health and safety. • To respond to and take steps to resolve individual's needs. • To work with Inspire staff and the attendance officer to ensure students attendance barriers are addressed, contact, and meet with parents/carers where necessary. • To provide advice and guidance to teaching staff working with Inspire programme students to ensure learning needs are met and barriers removed. • To lead the day-to-day delivery of the Inspire curriculum. Contributing to the compilation and delivery of Additional Needs Plans/Pastoral Support Plans and Individual Education Plans. • To devise appropriate transition programmes and support between mainstream and inclusion support programmes. • To work directly with the SENCO/DSL to track involvement of and refer to where appropriate, external agencies. • Assist with the induction/support of new starters/ transients to the Inspire provision programme. • To monitor and report on the quality of implementation across the provisions and identify training needs, progress and attainment. • To support teamwork and effective working relations across the team and wider school community and specific offsite providers. • To ensure all staff are supported to build excellent links with parents, including parents' meetings, and other outside agencies involved with the child. • To ensure that all staff are familiar with the Curriculum Intent, Policies and Procedures for Inspire. • Ensure all are aware of academic and social needs of students and communicate these to all staff successfully. • To ensure parents are informed of important events, their child's progress, and ways they can support their child's education. • To communicate an ethos of celebrating achievement by setting up opportunities to celebrate success.

Other Specific Duties

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.

Employees are expected to be courteous to colleagues and provide a welcoming environment for visitors and telephone callers.

This job description is current at the date shown but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

THE PERSON SPECIFICATION

Person Specification – Specialist Teacher (Inspire)					
Assessment Key:		A = Application Form	I = Interview	RE – Reference	AS - Assessment
Education & Qualification		Essential	Desirable	Assessment	
1	Qualified Teacher Status.	✓		A	
2	Good educational background including a good Honours Degree or equivalent.	✓		A	
3	Evidence of continuing professional development.		✓	A/I/R	
Experience		Essential	Desirable	Assessment	
4	Excellent classroom practitioner.	✓		A/I/RE/AS	
5	Excellent subject knowledge.	✓		A/I/AS	
6	Experience of working in key stage 2 / SEND provision or Alternative Provision	✓		A/I/AS	
7	Experience of curriculum planning and delivering fun, engaging and challenging lessons	✓		A/IAS	
8	Experience of working in a school environment, preferably within SEN, with ability to understand the complexities and challenges of working in this unique environment	✓		A/I/AS	
9	Sound ICT knowledge relating to class teaching, able to demonstrate effective use of ICT to enhance teaching and learning	✓		A/I/RE/AS	
10	Evidence of securing good or outstanding progress & outcomes for whole cohorts, individuals or groups		✓	A/I/RE/AS	
Knowledge & Skills		Essential	Desirable	Assessment	
11	Sound knowledge of the National Curriculum or Development Matters documentation	✓		A/I/AS	
12	An understanding of curriculum and pedagogical issues relating to learning and teaching	✓		I/AS	
13	Knowledge of effective strategies to include, and meet the needs of all students, in particular underachieving groups of students, students with EAL and SEN	✓		I/AS	
14	Evidence of both curricular and pastoral responsibilities.	✓		A/I/AS	
15	Understanding of and commitment to teaching standards.	✓		A/I	
16	Ability to foster and promote good relationships with all stakeholders.	✓		A/I/RE	

17	Ability to contribute to team meetings and share/deliver ideas	✓		A/I/RE
18	Able to use assessments of students' learning to inform future planning	✓		A/I/RE
19	Ability to plan and work collaboratively with colleagues	✓		A/I/RE
20	Experience of using positive behaviour management strategies to reinforce good learning behaviours	✓		I/RE
21	Familiarity with KS3 and 4 assessments.		✓	I
Personal Qualities		Essential	Desirable	Assessment
22	A reflective practitioner who sets high expectations of themselves	✓		I/AS
23	Honest & reliable	✓		RE
24	Excellent interpersonal and communication skills.	✓		I/RE/AS
25	Can work as part of supportive team			RE
26	High personal standards in terms of attendance, punctuality and organising workload.	✓		I/RE/AS
27	Professional approach when dealing with all issues, students and staff.	✓		I/RE/AS
28	Commitment to continual School & Personal improvement and challenging norms.	✓		A/I/RE/AS
29	Think creatively and collegiately to solve problems and identify opportunities.	✓		I/AS
30	Clear, fully inclusive, educational philosophy.	✓		A/I
31	Positive and enthusiastic approach towards work.	✓		I/AS
32	Willingness to undergo further training and development.	✓		I
33	Can seek support and advice when needed	✓		I/AS/RE
34	Ability to motivate colleagues by example		✓	I
35	Can demonstrate commitment to the wider life of the school		✓	I
School Policies		Essential	Desirable	Assessment
36	Support the School's policies on safeguarding and child protection	✓		A/I
37	Commitment to Equal Opportunities; the ability to support & develop the School's Equal Opps policies.	✓		A/I
Other		Essential	Desirable	Assessment
38	Flexibility of working hours	✓		A/I

THE JOB ADVERT

Specialist Teacher Inspire

Required for June or September 2024 start.

Salary M1-UPS3 dependent on experience: £30,000 - £46,525

We are looking to appoint an outstanding teacher, starting in June or September 2024 (or sooner if you are the person who fits our brief). You will nurture, teach and inspire a small group of Key Stage 3 students in our Inspire alternative provision.

Experience of working with vulnerable students, or students with varying social emotional and associated social and communication difficulties is essential. This post would very much suit a Key Stage 2 Teacher, Teacher of SEND, or some with experience in a specialist provision.

Ideal candidates will:

- hold a recognised teaching qualification.
- be resilient, kind, patient and have a good sense of humour.
- have experience of teaching students in Key Stage 2, or vulnerable students with special educational needs in either a mainstream or specialist setting.
- be flexible and keen to learn (growth mindset).
- be able to differentiate their approach for students with a range of abilities.
- Possess the drive and determination to assist students in breaking down barriers inside and outside education.
- have excellent interpersonal skills with students, parents, professionals and other adults.
- be an effective team player with proven ability to coordinate and direct the work of classroom support staff.

All positions that involve working with children in regulated activity are exempt from the provisions of the Rehabilitation of Offenders Act 1974. All applicants must therefore declare all previous convictions and cautions, including those which would normally be considered 'spent' except those received for an offence committed in the United Kingdom if it has been filtered in accordance with the DBS filtering rules.

Candidates applying for a vacancy will be asked to complete a Self-Disclosure form on which they will be asked to disclose any relevant convictions, court orders, reprimands, warnings, or other matters which may affect an applicant's suitability to work with children.

In order to apply for this position, please complete and submit the NTC Application Form, CVs will not be accepted.

Appointment will be subject to satisfactory recruitment & vetting checks including two references. Our school and all its personnel are strongly committed to safeguarding and promoting the welfare of the children. The post is subject to safeguarding checks including an Enhanced Disclosure application to the Disclosure & Barring Service and in accordance with the requirements of Keeping Children Safe in Education (2022), NTC will undertake an online search via engines and social media platforms of publicly available information concerning all short-listed candidates.