



Hurstmere School

Candidate Briefing Pack Teacher of Science (£5k Golden Hello)





Welcome to The Howard Academy Trust

As a Trust, we currently comprise of 8 schools, across the South East. We currently have 4 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.

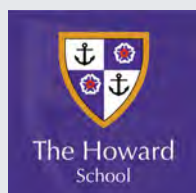
Champion our THAT People Strategy to retain, recruit, develop and reward an excellent workforce.

Ensuring a financially viable and sustainable MAT with a strong business infrastructure.

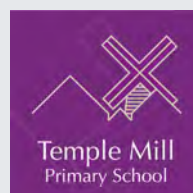
Ensuring effective leadership and governance at all levels.



Our Family of Schools



The Howard School
1,500 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



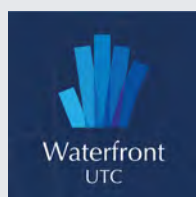
Temple Mill Primary School
240 Pupils on Roll
Rated Good by Ofsted
Located in Strood, Kent



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



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



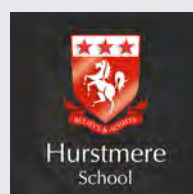
Waterfront UTC
370 Pupils on Roll
Rated Good by Ofsted
Located in Gillingham, Kent



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



The Abbey School
1,100 Pupils on Roll
Located in Faversham, Kent



Hurstmere School
960 Pupils on Roll
Located in Sidcup, London



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. The Howard Academy Trust has received the Platinum 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

- Full Time support staff receive 23 days annual leave 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.





Welcome to Hurstmere School

Hurstmere School is a popular non-selective secondary academy for boys aged 11 - 16, situated in Sidcup. Our school is an inclusive place of learning that celebrates and welcomes diversity. Every member of our community is known, cared for, and valued for the contribution they make. We aim to provide the very best educational experience for every single one of our pupils.

We work hard to provide this by:

- Having the highest academic standards and expectations for all our pupils, which celebrates success and promotes aspiration, so that pupils exceed their potential.
- Firing pupils' imaginations which fosters self-belief, resilience, and the ability to learn from failure.
- Providing a wide range of learning opportunities in and outside of the classroom for pupils to learn in a safe, supportive, creative, and happy environment.
- Working with a range of educational and supportive bodies to provide the best education and pastoral care possible, so all pupils believe and achieve, as well as looking after pupil's mental health and wellbeing.

We believe that it is essential that school is a challenging, inspirational, and transformational experience. We also believe that it must support parents in providing a moral framework for learners to live their lives by and that pupils perform to their best abilities when they feel supported, confident, and happy.

We are enormously proud of our academic, sporting, and cultural successes; however we are proudest of the fact that parents tell us that their sons are happy here and that they enjoy coming to school.

In addition to academic success, we also place extremely high value on the development of character; responsibility, ambition, honesty, confidence, compassion, and courage. This is targeted through a wide range of Learning for Life and extra-curricular opportunities, in tandem with the regular school curriculum.

Our Mission inspires us to go the extra mile every day to ensure our pupils 'Believe and Achieve'; to be the best that they can be.

Our Vision is for our pupils to have high aspiration and confident self-belief, that with hard work and determination, there are no boundaries to what they can achieve; that our pupils believe in themselves and achieve their full potential.

The School has a large site with dedicated areas for each subject, including science laboratories, spacious technology workshops, computer suites and superb sports facilities.

Our commitment to learning is initiated on our growth mindset 'can do' culture. At Hurstmere School, achievement for ALL pupils through a rounded and inclusive approach is paramount. Pupils with special educational needs are empowered and encouraged to succeed and reach their true potential.

Hurstmere School hosts the School Games programme for the whole borough of Bexley, having recently agreed to a request by the Youth Sports Trust to add the Northern half of the borough to our successful and long-established School Games Network. The School Games is used to drive whole school improvement, supporting schools to develop cross curricular links, increase physical activity, and develop personal and social skills, general well-being and raising standards across the school.

Our Values



Integrity

Acting with integrity and honesty so that challenges can be met whilst encouraging responsible decision making.



Teamwork

Creating an outstanding school community where we delight in learning, achieving, and growing together, working as a team.



Self-Belief

Where self-belief is nurtured, encouraging strength of character and a belief in our ability to be the best we can be.



Respect

Treating each other with dignity, courtesy, and respect; celebrating and welcoming diversity.



Resilience

Resilience to face disappointment, learning from failure and adapting to change.



Ambition

To be passionate in our desire and determination to achieve success and exceed our potential.



Leadership

Empowering pupils to work in partnership with each other, staff and with the wider school community.



Job Description

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|----------------|-----------------------|
| Job Title: | Teacher of Science |
| Contract Type: | Full time, Permanent |
| Remuneration: | Outer London STPC MPS |

Core Purpose

The holder of this post is expected to carry out the professional duties of a Teacher of Science as described below, as circumstances may require and in accordance with the Trust's policies under the direction of the Senior Leadership Team. The post-holder is required to fully support the vision, ethos and policies of the Trust.

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;
- 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.

Core Purpose:

- To make the education of pupils their first concern ensuring delivery of high-quality teaching and learning.
- Accountable for achieving the highest possible standards in work and conduct through strong up-to-date subject knowledge.
- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.

Specific Responsibilities:

High quality delivery of the department's Curriculum Plans with the support of, and under the direction of the Curriculum Leader or line manager - to:

- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum
- Analyse and interpret relevant school data relating to their own teaching groups to inform planning and delivery to maximise pupil achievement
- Liaise with staff and parents to provide maximum support ensuring continuity of provision within their teaching groups
- Consider the views of both pupils and parents and respond appropriately.

Teaching and learning - to:

- Adhere to the DfE Teachers' Standards Part 1: Teaching
- Plan and deliver challenging lessons to all pupils appropriate to their needs
- Set tasks which challenge pupils and ensure high levels of interest
- Set appropriate and demanding expectations
- Set challenging expectations and clear targets for pupils in their teaching groups
- Support the identification of, and provision for all pupils including the high prior attainers, the more able, the disadvantaged pupils and those with additional educational needs
- Provide clear structures for lessons, maintaining pace, motivation and challenge
- Make effective use of assessment and ensure coverage of the department's learning journeys
- Ensure effective teaching and best use of available time
- Encourage good practice with regards to attitudes to learning by promoting the school's 'Are you ready to learn?' policy and maintaining discipline in accordance to the school's Positive Behaviour for Learning policy
- Evaluate own teaching critically to improve effectiveness and to guide future improvements
- Ensure the effective and efficient deployment of classroom support
- Encourage pupils to think and talk about their learning, develop independence, self-control and resilience
- Liaise effectively with staff to ensure the successful transition of pupils through the school
- Actively engage in meetings, discussions and school processes as necessary to contribute to the work of the school as a whole.

Monitoring, Assessment, Recording and Reporting - to:

- Assess and monitor how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Undertake assessment of pupils
- Mark and provide feedback on pupils' work and to set targets for progress
- Assess, record and monitor pupils' progress systematically

- Recognise the level at which the pupils are achieving to inform future planning
- Prepare and present informative reports to parents.

Relationships with staff - to:

- Achieve professional working relationships with all staff
- Provide regular information to Curriculum Leaders and other postholders in the department on pupil progress

Effective deployment of staff and resources - to:

- Maintain and develop teaching resources and monitor their effectiveness in meeting lesson objectives
- Manage the work of support staff within the classroom to maximise pupil engagement and progress

General - to:

- Adhere to the DfE Teachers' Standards Part 2: Personal and Professional Conduct
- To play a full part in the life of the school community and support its ethos, values and aims
- Promote equal opportunities within the school and to seek to ensure the implementation of the school's equal opportunities policy.

Post Threshold - UPS1

In addition to the above requirements, a Post Threshold UPS1 teacher, will consistently demonstrate competency in the areas below:

Teaching:

- Their Quality of Teaching will be predominantly evaluated as at least secure

School Culture:

- Model school values
- Follow policy and procedures
- Support the school ethos
- Manage your work/life balance
- Lead by example
- Be creative
- Embrace and support change
- Inspire others

Professional Development:

- Accept and act on feedback
- Evaluate learning
- Engage with pedagogy
- Be able to prioritise

- Communicate appropriately and effectively
- Be able and willing to lead on a project
- Impact positively on other members of the school community
- Be able and willing to model outstanding practice to others

Please note that the above tasks are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties and the post holder will be expected to undertake other duties considered commensurate with the role.

Duties may involve access to information of a confidential and sensitive nature which may be covered by the General Data Protection Regulation (GDPR). All employees of Hurstmere School will be expected to comply with GDPR when handling any personal data. Confidentiality must be maintained at all times. In addition to the above, the post holder must be committed to safeguarding and promoting the welfare of children and young people.

Review and Amendment:

This job description should be seen as enabling rather than restrictive and will be subject to regular review. As such:

- Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.
- This job description may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title and in order for the school to meet its statutory and general obligations regarding service provision.

Person Specification

Post: Teacher of Science

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"> Educated to Degree level or equivalent Teaching qualifications | <ul style="list-style-type: none"> Evidence of participation in external professional development within the last 3 years |
| Experience | |
| <ul style="list-style-type: none"> Experience of being an examiner/moderator. | <ul style="list-style-type: none"> Evidence of successful teaching in a mainstream school (11 to 16) across ability range Full-time professional teacher experience Experience of the role of a form tutor |
| Aptitudes (Abilities and Skills) | |
| <ul style="list-style-type: none"> A secure knowledge and understanding of the concepts and skills essential for success for pupils in Science. A secure subject knowledge for teaching Science at KS3 & KS4 Good understanding of assessment for learning. The ability to use an imaginative range of teaching strategies to promote high expectations and high levels of challenge in the classroom. The ability to plan for progression in learning using intervention as necessary. The ability to establish a safe and purposeful working atmosphere that supports learning and in which pupils feel secure and confident. Willing to learn new skills. Prepared to undergo further training. Good communication skills, orally and in writing. Able to relate and interact with young people. Good interpersonal skills and able to work Ability to work to deadlines. Good organisational and administrative skills. | |

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| <ul style="list-style-type: none"> • ICT literate. • Ability to speak English with confidence and accuracy, using accurate sentence structure and vocabulary. • Ability to choose the right kind of English vocabulary for the situation in hand without a great deal of hesitation. • Experience of teaching the reformed GCSE specifications.. • Experience of being an examiner/moderator. | |
| Additional Requirements | |
| <ul style="list-style-type: none"> • Personal commitment • Prepared to take responsibility and use initiative. • Calm and able to manage difficult situations. • Energy and enthusiasm. • Willingness to contribute to the wider life of the school. • Reliable and punctual. • Good health record. | |