



Saint George's
Church of England School

WORKING AT SAINT GEORGE'S C OF E SCHOOL

Join our Team



**For Appointment of:
Phase 3 Leader**





Welcome from Executive Headteacher

Simon Murphy

Thank you for your interest in this role at Saint George's Church of England School. I hope the information within gives you an insight into our all-through school and the unique opportunity this position offers.

As a founding member of the Aletheia Academies Trust, our vision is rooted in a determination to improve the life chances of local children. The Trust provides outstanding opportunities for our primary and secondary based staff to connect with others, share good practice, improve their teaching, and develop their own career pathway.

Saint George's is thriving. All stakeholders including governors, parents, staff and pupils work exceptionally hard to create a warm, welcoming and inclusive atmosphere in a school which boasts a fantastic sense of community, continuously improves outcomes for children and families, and holds tightly to its Christian vision and values.

As an all-through school, that sense of community is all the more palpable and I feel very privileged, alongside my colleagues, to see pupils learn and develop from reception classes through to our excellent 6th Form provision.

We look forward to receiving your application and welcoming you to Saint George's.



Welcome from Head of Primary Phase

Helen Taylor

Our children are at the heart of everything we do here at Saint George's. Through the delivery of our curriculum, we aspire for all of our children to be challenged, and develop into independent, successful, safe, and happy learners, ready to tackle the next stage of their education with hope and confidence. At Saint George's we have a unique opportunity to teach and develop children from the age of four to eighteen in a safe and caring environment that puts the individual first. We have high aspirations and expectations for all staff and pupils and strive for high quality teaching and provision for all.

As an all-through school, we also have access to the huge range of expertise and facilities on offer at the secondary phase, such as specialist subject colleagues teaching in the primary phase, playing fields, a library, science laboratories, a multi-use games pitch and music resources. Outdoor Learning is hugely important for our school and Forest School forms a large part of our Curriculum. We believe children learn best when they are active and motivated in and by everything the outdoor environment has to offer.

From the moment children join Saint George's Primary Phase they become part of our dedicated and successful community where we value each individual and nurture their special talents.

I look forward to receiving your application.

All Different • All Equal • All Flourishing



Saint George's Church of England All Through School



We consider our school to be highly inclusive, welcoming students of all backgrounds and beliefs, unified by our commitment to their well-being and sense of achievement.

Saint George's has developed a reputation as a high achieving school providing excellent outcomes for all students academically and in terms of their personal growth. We have exceptionally high expectations of how our students behave, speak, and present themselves. This is underpinned by our Christian values, our worship and school ethos. Everyone who wishes to learn is welcome.

Our motto **'All Different, All Equal, All Flourishing'** emphasises our Christian belief that the God-given talents of all students should be encouraged and developed, recognising, and valuing their unique worth.

We have had a long-held belief in the potential of an all-through school to further enhance the educational provision on our site. We are delighted that this vision has now become a reality for Saint George's. A shared philosophy ensures that there is greater consistency around expectations, ethos and pedagogy which eliminates any unsettling transition between the primary and secondary phases. We facilitate teachers working together in the primary and secondary phases which raises aspirations still further and ensures that children are not able to fall through the gaps. Our primary pupils benefit from having specialist subject staff available and economies of scale allow greater spending on teaching and learning and the sharing of specialist and enhanced facilities for all pupils.

At Saint George's, we strive for all students to have learnt new skills, to have developed their talents and with this, a love of learning; making them confident, articulate, sensitive and caring citizens for the future.



"Visitors most often comment upon the profound sense of community within the school."



Diocese of
Rochester

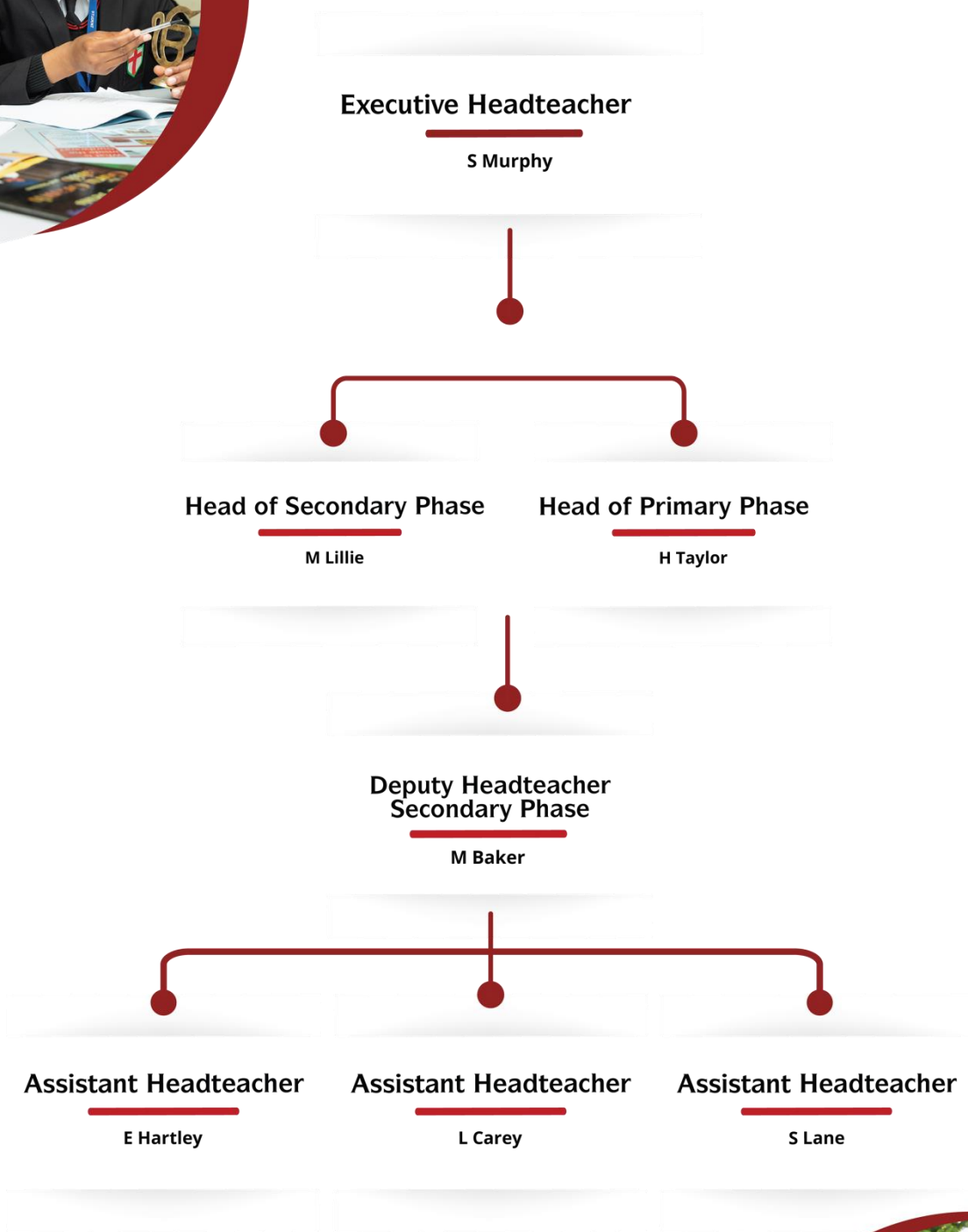
SIAMS INSPECTION 2019



EXCELLENT

Ofsted
Good
Provider

School Structure



Job Description

Job Title	Phase 3 Leader (Years 5/6)
Location	Gravesend
Duration	Permanent
Work Hours	Full-time
Reporting to	Head of Primary Phase
Salary	MPS/UPS + TLR 2C
Pension	Teachers' Pension Scheme



About the Role

This is a very exciting opportunity to join our all-through school as Phase 3 Leader (years 5/6). You will provide leadership in the development and management of the teaching and learning of Phase 3 as the Primary Phase continues to grow. You will also be required to teach pupils within the phase (either year 5 or 6). Time out of class will be allocated for this Phase Leader role.

Saint George's Primary Phase opened in September 2019, and we are a friendly, dynamic and innovative school and pride ourselves on our commitment to ensuring students make exceptional progress through high quality teaching and learning provision for all. The successful applicant will share these values and play an active part in delivering this commitment, alongside the Christian values and ethos of our school, living out our motto of 'All different, All equal, All flourishing'.

We would love to hear from you if you:

- want to be involved in developing outstanding learning experiences to enable all children to thrive
- want to work in a supportive and caring environment
- are committed to enabling every child to achieve the very best they can
- are an ambitious professional
- are a good/outstanding classroom practitioner

Key Responsibilities



Job Purpose

- ♥ To provide leadership in the development and management of the teaching and learning of Phase 3 as the Primary Phase continues to grow
- ♥ To teach pupils within the phase (either year 5 or 6) and carry out such other associated duties as are reasonably assigned by the Head of School

The post holder is responsible for:

- ♥ Establishing excellent teaching practice within the Primary Phase
- ♥ Communicating the school's vision and values to all members of the school community and support the effective delivery of the school's aims
- ♥ Co-ordinating additional teaching staff and support staff working in the 5/6 phase
- ♥ The coaching, mentoring and development of all 5/6 phase staff

Duties and responsibilities specific to the post:

Leadership and Management

- ♥ Advise and update the Head of School and colleagues on all aspects of the phase
- ♥ Co-ordinate and take day-to-day responsibility for the organisation and management of the phase.
- ♥ Support all staff within the phase in achieving the priorities and targets which the school sets for itself and to provide them with appropriate and relevant support and guidance
- ♥ Seek to ensure the effective use of the school's resources and budget allocation in the 5/6 phase
- ♥ Ensure a smooth transition for children both across the phase and into the secondary phase as the pupils transition to year 7
- ♥ Work with school leaders to ensure Phase 3 is an integral part of the whole school
- ♥ Lead phase meetings, keeping minutes of agreed actions
- ♥ Establish strong relationships with parents/carers, and the wider community, enabling the views of both parents/carers and children to be heard and considered as part of the school's strategic direction and development





Teaching and Learning

- ♥ With colleagues and the support of the Head of School monitor, evaluate and support the teaching & learning of all Phase 3 pupils
- ♥ Demonstrate effective classroom practice within a year 5 or 6 class and thorough planning, demanding expectations, clear targets for learning, effective use of assessment
- ♥ Motivate, challenge and support staff within the phase to enable them to achieve high standards
- ♥ Be responsible for behaviour management throughout the phase
- ♥ Provide support to colleagues in the teaching and learning of the years 5/6 curriculum.
- ♥ Ensure assessment procedures for recording, reporting and tracking pupils' progress are securely and effectively in place.

Generic duties and responsibilities:

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 post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the Executive Headteacher and member of staff and will be reviewed annually.



Person Specification



D = Desirable

E = Essential

Qualifications, Professional Knowledge and Experience

- | | |
|--|---|
| Teaching Qualification – Teaching Degree or Degree with PGCE | E |
| NPQML or equivalent | D |
| Primary teaching experience | E |
| Ability to demonstrate a sound knowledge of teaching English and Maths in addition to broader National Curriculum subjects | E |
| Proven record of delivering quality first teaching | E |
| Ability to plan and deliver differentiated lessons, where pupils are actively involved in their own learning | E |
| Experience in using a range of strategies to meet individual learning needs | E |
| Understanding of Special Educational Needs and Disabilities | E |
| A knowledge of effective ways of working with and establishing excellent relationships with parents and carers | E |
| Experience of meeting the needs of EAL pupils | E |
| Ability to lead by example and support colleagues through coaching and mentoring | E |

Personal Qualities and Skills

- | | |
|---|---|
| Ability to work well as a team | E |
| Demonstrate effective classroom practice and thorough planning, demanding expectations, clear targets for learning, effective use of assessment | E |
| Knowledge of assessment for learning, use of developmental marking and feedback | E |
| A good or outstanding teacher | E |
| Knowledge of a core curriculum area and ability to lead this | E |
| Ability to use ICT for teaching, learning and personal record keeping | E |
| Ensure high levels of pupil engagement, independence and motivation | E |
| Work as an effective team member to ensure the delivery of high-quality teaching and learning | E |
| Promote consistent and positive behaviour for learning | E |
| Committed to safeguarding and promoting the welfare of children | E |
| Have good personal organisation | E |
| Be positive, creative and energetic, committed to making our school a model of outstanding practice | E |
| Committed to continuing professional development | E |
| Commitment to aims of the school and the wider Trust | E |
| Have a good sense of humour and a high level of emotional intelligence | E |

How to Apply



If you are interested in this position and would like to have a more detailed conversation or arrange a visit to the school before making the decision to apply for the post, please contact:

The People and Culture Team

HR@aletheiaitrust.org.uk

01474 533 082

To apply for this role, please visit MyNewTerm:

[Online Application Form](#)



Aletheia Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, and governors to share this commitment. All successful candidates will be subject to an enhanced DBS check along with other relevant employment checks, including overseas criminal background checks where applicable. Our policy statement on the recruitment of ex-offenders can be found on our website. All new employees, volunteers and governors will be required to undertake safeguarding training on induction which will be regularly updated in line with statutory guidance.

Please click here to view: [Our Trust policies](#) or [Our recruitment of Ex-Offenders policy](#).



Contact Us

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