

Rye Community Primary School, Part of Aquinas

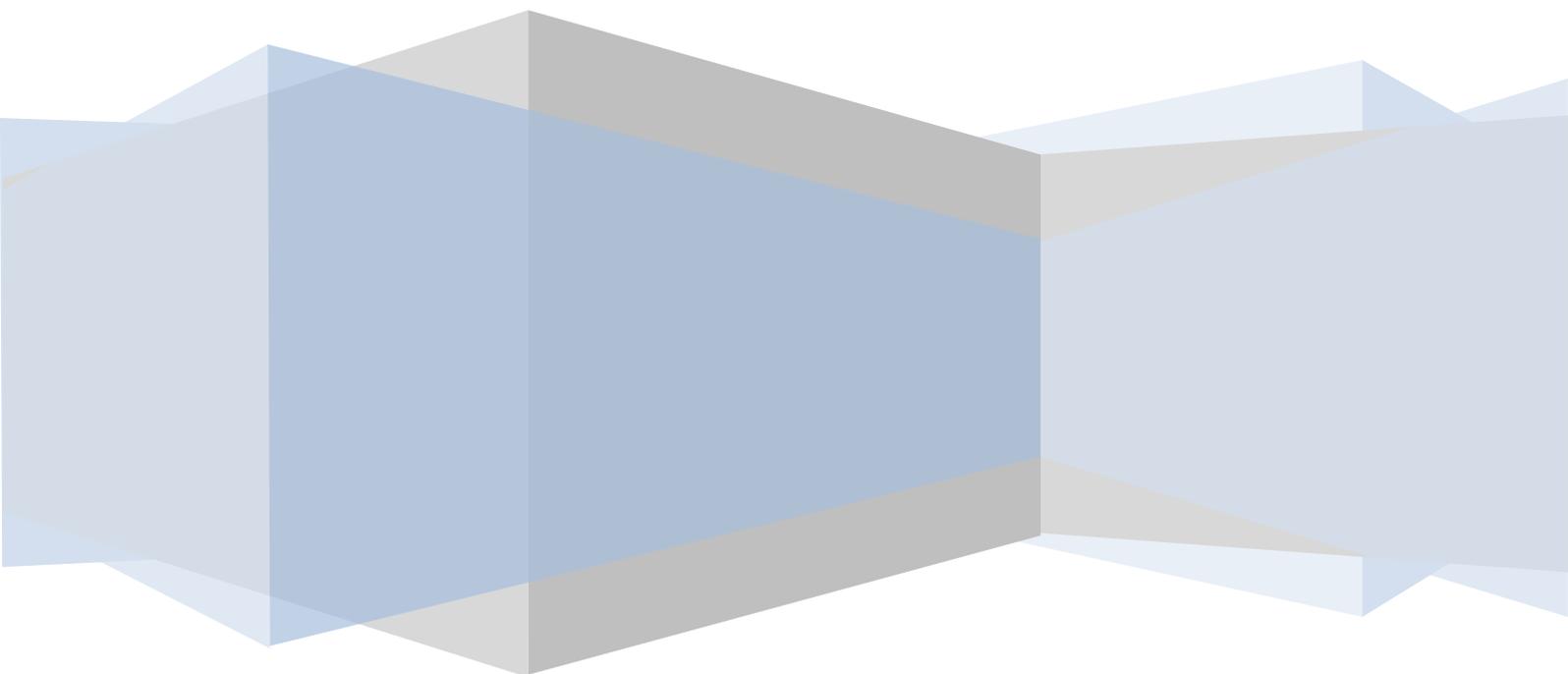
www.aquinastrust.org

Application Pack

Phase or Subject Leader

Key Stage 2, Maths/Numeracy, English/Literacy

For September 2019





Phase or Subject Leader

Rye Community Primary School is seeking to appoint enthusiastic, energetic and adaptable phase and subject leaders to join our highly-motivated team. We are driven by a pursuit of high academic standards regardless of background and a desire for all pupils to experience an exceptional education. We want every child to grow and flourish in our care.

Our ideal candidate will:

- Be an excellent teacher to pupils of all abilities in key stage 1 and 2;
- Demonstrate confident or emergent leadership skills, able to lead a team of teachers;
- Have a love of learning and ability to convey this to pupils;
- Be enthusiastic, energetic and open to innovation;
- Have good communication skills with the ability to work as part of a team;
- Possess effective ICT skills and be open to new uses of technology in the workplace;
- Be committed to continuing professional learning;
- Have integrity, optimism and a good sense of humour;
- Hold a good honours degree along with qualified teacher status.

In return, we offer:

- A happy community committed to the professional development of all colleagues;
- A distinctive local context ensuring we place inclusivity at the heart of all we do;
- A skilled and experienced team of teachers and other professionals;
- A motivated leadership team leading rapid improvement to the pupils' life chances;
- A school in which the pupils are enthusiastic, engaging and thoughtful.

We would be pleased to welcome you for an informal visit to our school prior to application.

Rye Community Primary School is committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check.

As an employee of the Aquinas Church of England Education Trust you are required to have regard to the character of the Trust and its foundation and to undertake not to do anything in any way contrary to the interests of the foundation.



The Application Process and Timetable

Closing Date

You are invited to submit an application form, available with this pack, along with a personal statement outlining your suitability for the role against the person specification and job description.

- Closing date for applications: **Friday, 31st May 2019**

Opening Mornings

There are scheduled open mornings for candidates or you are welcome to visit out of hours by arrangement with office@ryeprimary.co.uk (School Office).

- Open morning: **By arrangement**

Short Listing

The candidates selected for interview will be informed after short listing and full details of the interview programme will be provided. If you have not heard anything from us after the interview date below, please assume your application has not been successful.

Interviews

Candidates will be invited for interview.

- Interviews: **Immediate**

Appointment

All candidates will be contacted following interview.

- Appointment to commence: **1st September 2019**

Applying

Please send your application, outlining your suitability for the role against the enclosed person specification and job description, by email to office@ryeprimary.co.uk. Alternatively, submit your application to **Head of School, Rye Community Primary School, The Grove, RYE TN31 7ND.**

Please note a signed copy of your application form will be required prior to interview.

Shortlisted candidates will be asked to bring appropriate identification with them to interview. For the purpose of DBS clearance, only copies of the successful applicant's identification will be retained.

All candidates should provide two references. Permission should be sought prior to including any referee on your application form. Shortlisted candidates may have their references taken-up before any interview – unless explicitly requested in your application.

Rye Community Primary School is committed to safeguarding the welfare of our children and young people. We expect all colleagues and volunteers to share this commitment. Successful applicants will be required to undertake a DBS enhanced clearance. As an employee of Aquinas, you are required to have regard to the character and foundation of the trust and to not undertake anything in any way contrary to the interests of the foundation.



March 2019

Dear Applicant,

On behalf of our pupils, colleagues and trustees, I would like to thank you for your interest in a position at Rye Community Primary School. I hope you find the application pack both helpful and informative.

Rye Community Primary School is a place where learners feel safe, cared for and have space to learn. We pride ourselves on being a closely knit community where children are known as individuals and their talents are nurtured and celebrated.

We also pride ourselves on meeting the needs of every child – we see it as our role to unlock the diverse abilities and talents found in each pupil regardless of ability, background or need. Through an imaginative, vibrant and irresistible curriculum, we provide ‘a gateway for learning’ which challenges everyone to achieve their very best from the outset. We want to inspire and excite – creating a love of learning which will serve our children well throughout their educational journey.

Since November 2018, Rye Community Primary School and Pugwash Nursery have been part of Aquinas - an educational trust of eleven schools in the south-east. We believe our pupils will benefit enormously from our shared ambition to excel. We are proud to be working together with Aquinas to build on our reputation for supporting children in realising their potential and going on to lead fruitful and productive lives.

In your application, please outline why you would like to join Rye Community Primary School, how you meet the person specification and what might make you our first-choice candidate. We value honesty.

I look forward receiving your completed application.

With thanks,

A handwritten signature in black ink that reads "k martin". The signature is written in a cursive style with a long, sweeping underline.

Kelly Martin
Head of School



Job Description

Details

Remit:	Phase or Subject Leader
Salary:	Main or Upper Pay Scale plus TLR (£23,720 to £39,406 + £2,721 per annum)
Accountable to:	Head of School

Main Purpose of the Job:

- Be accountable for standards of teaching, learning and assessment in phase or subject area;
- Be accountable for the progress of all pupil groups in phase or subject area;
- Lead develop and enhance the teaching practice of staff relating to phase or subject area;
- Support and promote the areas of development outlined in the improvement plan;
- Ensure pupils are involved in challenging work, which is appropriate for their needs;
- Establish high levels of expectation in pupil achievement and behaviour.

Duties and responsibilities

- All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the new Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability of the pupils you teach;
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate;
- Be accountable for the attainment, progress and outcomes of pupils you teach;
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn;
- Have a clear understanding of the needs of all pupils, including those with special educational needs; higher ability; English as an additional language; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English;
- When teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics;
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment with particular expertise in the foundation stage profile;
- Make accurate and productive use of assessment to secure pupils' progress;
- Give pupils regular encouragement and feedback, both orally and through accurate marking;
- Use relevant data to monitor progress, set targets, and plan subsequent provision;



- Encourage home reading and other activities to consolidate and extend the knowledge and understanding pupils have acquired in class.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, and establish boundaries for behaviour with a range of strategies, using praise, sanctions and rewards consistently and fairly. Implement the Behaviour Management Policy;
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils;
- Have high expectations of behaviour, promoting self-control and independence of all learners;
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*;
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocols and procedures.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies;
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them;
- Contribute to the professional development of associate colleagues;
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil;
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships;
- Take on an aspect of curriculum oversight (to be agreed);
- Deploy associate colleagues effectively as appropriate;
- Communicate effectively with parents and families with regard to pupils' achievements and well-being using school systems and processes as appropriate;
- Communicate and co-operate with relevant external bodies;
- Make a positive contribution to the wider life and ethos of the Trust.

Administration

- Register the attendance of and supervise learners during school sessions;
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.



Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues;
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal;
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012.

Other

- Have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality;
- Perform any reasonable duties as requested by the Headteacher or CEO.

Additional duties of a middle leader:

- Be accountable for standards of teaching, learning and assessment in phase or subject area;
- Be accountable for the progress of all pupil groups in phase or subject area;
- Lead the preparation and submission of curriculum planning;
- Monitor and evaluate the curriculum in light of current pedagogical developments;
- Participate in the management of the school, representing the needs of the team and helping to formulate policy, practice and strategy;
- Co-ordinate work, within the team, according to agreed policies and practices;
- Create opportunities, which develop the skills and expertise of colleagues, and share responsibility in a way that allows others to gain experience of leadership;
- Ensure the participation of each member of the team in formal and informal discussions;
- Set an example of good professional practice, acting as a resource by giving support to members of the team and fostering co-operation, confidence and goodwill;
- Set appropriate targets for pupil attainment based on expectations and assessment;
- Effectively use 'Target Tracker' to ensure accuracy of assessment and appropriate teaching;
- Develop and support high-quality teaching, learning and assessment within the team;
- Monitor the work of relevant groups ensuring consistency and attainment of standards;
- Plan, organise and chair meetings as well as leading Pupil Progress Reviews;
- Evaluate the quality of teaching ensuring pupils achieve an appropriate standard of work;
- Contribute to the design of the improvement plan and deliver against milestones; development plan;
- Establish high standards of behaviour based on good between all stakeholders;
- Have oversight of pastoral care and take a lead in contributing to an inclusive culture;
- Ensure the school is pleasant, well organised and stimulating learning environment;
- Be responsible for cost centre budget adhering to the principle of best value and ensuring spending limits are not exceeded.



Person Specification

Class Teacher

[a] SCHOOL ETHOS	Essential or Desirable
Ability to be a personal role model of professionalism, having high expectations of self and others	E
Understanding of the need for equality of opportunity	E
Belief in child centred, holistic and life-long learning	E

[b] EDUCATION & QUALIFICATIONS	Essential or Desirable
Qualified Teacher Status	E
Evidence of further professional development	E

[c] KNOWLEDGE	Essential or Desirable
Thorough understanding of what constitutes effective teaching and learning	E
Thorough understanding of effective monitoring, evaluation and assessment	E
Understanding of when and how to seek advice and support	E
Thorough knowledge and understanding of effective inclusive practices	E
Knowledge and understanding of the new curriculum	E

[d] EXPERIENCE	Essential or Desirable
Experience of using self-evaluations to develop plans for improvement	E
Well-developed interpersonal skills	E
Ability to communicate effectively orally and in writing to a range of audiences	E
Ability to plan, organise and prioritise	E
Ability to manage good communications systems	E
Competent in the use of ICT in the management and assessment and as a professional tool	E
Evidence of outstanding teaching skills with a passion for learning and the ability to deliver outstanding practice within the school	E
Display excellent classroom teaching with measureable impact on children's learning	E
Use data to shape teaching and learning	E
Successful teaching across KS1 or KS2, and experience in another key stage	E
Ability to analyse, interpret and act on assessment data	E



[e] PERSONAL ATTRIBUTES	Essential or Desirable
Strong interpersonal skills to motivate and challenge	E
Ability to develop and maintain positive relationships with children and adults	E
Commitment to working with parents and families as partners in learning	E
Commitment to further development of strong links with parents, families and community	E
A commitment to Equal Opportunities	E
Willingness to participate in further training and developmental opportunities offered by the school and trust, to further knowledge	E
A commitment to continuing professional development	E
Willingness to be fully involved the life of the school community	E

Health & Safety Functions

This section is to make you aware of any health and safety related functions you may be expected to either perform or to which may be exposed in relation to the post you applying for. This information will help you if successful in your application identify any health related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

Using display screen equipment	X
Working with children/vulnerable adults	X
Moving & handling operations	
Occupational Driving	
Lone Working	
Working at height	
Shift / night work	
Working with hazardous substances	
Using power tools	
Exposure to noise and /or vibration	
Food handling	
Exposure to blood /body fluids	

Benefits of Working with Aquinas

Treating you as a professional...

Aquinas is committed to national and local agreements affecting employment as contained in the Burgundy Book (Conditions of Service) for teachers and Green Book (National Joint Council) for associate colleagues unless superseded by statute or revised editions, or by local provisions. This includes salary scales; period of notice and end of contract; maternity, paternity and adoption leave; leave of absence; and annual leave.



Training you throughout your career

Aquinas offers colleagues a unique 'Five Stage Career Plan' which includes specific courses for NQTs; NQTs +1 (NQTPlus); Teachers (AquinasTeach); Leaders (AquinasLead) and Professionals at qualification stage (e.g. NPQH). These courses have been uniquely crafted to re-enforce our distinctive ethos and support colleagues in their roles across the trust.

Keeping you fit and healthy...



Working with us gives you discounted membership with Freedom Leisure Centres. Freedom Leisure offers something for everyone, whatever you enjoy doing or your level of fitness. Whether you love the gym, group exercise classes, swimming or playing sports, their memberships have you covered!

Helping you stay relaxed...

Working with us gives you discounted access to a range of leisure activities. CSSC is an exclusive membership for public sector employees. For less than a fiver a month, families and individuals can save much more on a range of pursuits including...



- Free entry to 280 English Heritage sites for you and your family;
- Cinema tickets from £5 including all top chains;
- Reduced price days out, trips and theme parks;
- Subsidised sports training and entry into select events;
- Special offers on new and used vehicles;
- Discounts in high street shops, on holidays, eating out and more.

Looking after your well-being...

We believe well-supported, valued colleagues with a clear and shared purpose are best placed to provide for the emotional well-being of children in their care. Provided by Health Assured, our 'Employee Assistance Programme' is intended to help colleagues deal with personal problems that might adversely impact work performance, health and well-being. Typically support may include assessment, counselling and referral for individuals or their family.



Supporting you with childcare...

Based at Rye Community Primary School, Pugwash Nursery provides affordable high quality childcare for the under fives – accessible to all. Aquinas employees benefit from a 10% discount on full-time and part-time child care at our term-time nursery between 8am and 5pm. Pugwash Nursery: "Where the journey begins..."

