

KS2 Teacher

Sir Henry Fermor C of E

Primary School

Candidate Pack

Crowborough Hill
Crowborough
East Sussex
TN6 2SD

For further information, contact:

- School Office on 01892 652405 or email: office@fermorschool.org.uk
- Applications to Karen Hawkins, Personnel Officer, khawkins@fermorschool.org.uk (if electronic) or “via Kent Teach” if applicable]

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Welcome

18th March 2020

Dear Applicant,

Thank you for considering developing your career at Sir Henry Fermor CE School. Our school is a Church of England two-form-entry primary academy school, serving areas of mixed housing and diversity, established in the thriving market town of Crowborough, in 1744. We enjoy close links with a dynamic and supportive church and are supported superbly, by our many families.

Our dedicated and caring team has a wide range of experience, with some early in their careers and others able to mentor and support less experienced staff. We were judged by Ofsted as a 'good' school in every area, in February 2019 and 'good' in all areas by SIAMS in July 2019. A school steeped in history - as SHF is - requires the passionate and committed team we have created, and together we are embarking on the next phase of our exciting journey. Our fantastic team support each other and work closely together to set out high expectations for all. At Sir Henry Fermor, we are dedicated to ensuring every child's potential is realised, and out of this is born our school motto - **Inspire, Believe, Achieve**. Our vision for our school is that the development of the whole child is at the heart of everything we do.

It is our passion to develop the whole child in a safe, Christian environment and through our inspirational curriculum, we enthuse and challenge, allowing every child's potential to be realised:

School vision:

Sir Henry Fermor enables everyone to succeed; as Jesus teaches through the parable of The Lost Sheep: no one is left behind. Inspiring children and adults, believing in God at the heart of all we do, through Christ's love and guidance; all in the Sir Henry Fermor family flourish, achieving fullness.

Our site is set on extensive grounds and includes both field and woodland, the latter having a thriving forest school. Our children are well-behaved, eager to learn and ready for a challenge. As part of the Tenax MAT, we enjoy close links with partner schools in Kent and East Sussex and can offer opportunities for our staff to work with colleagues from those schools.

We are seeking an energetic, enthusiastic and passionate colleague who understands the power of working within a team and who, from the beginning, will feel ready to add something to our team. A good track record of being able to organise and deliver high quality learning experiences, balancing equal support and challenge, is essential. Additionally, a great enthusiasm for self-efficacy, learning, self-development through research and for designing engaging learning experiences are essential.

Please visit our website to gain further insight into our school and the SHF family. <https://www.fermorschool.org.uk/>
We welcome applications from colleagues who share our determination to inspire young people as lifelong learners, and who believe, we, as educators are instrumental in facilitating children to aim high and achieve their full potential, in every aspect.

I really look forward to receiving your **completed application by midday on Wednesday 22nd April. Shortlisted candidates will be invited to an online interview during week commencing 27th April 2020.**

Kind Regards,



Ms Sacha Strand

The Tenax Schools Trust - Who we are and what we stand for

Tenax Schools Trust is a Church of England multi-academy trust (MAT) that exists to provide outstanding education in both primary and secondary schools in Kent and East Sussex. Alongside Church of England Voluntary Aided (VA) and Voluntary Controlled (VC) schools, the Trust also includes schools with no denominational ethos. While our Church of England schools place particular emphasis on teaching children and young people about Christian values, beliefs and traditions, all of our schools subscribe to our underpinning educational, ethical and personal development principles. We value diversity and will preserve the distinctive local character of each school. We welcome pupils and families from all backgrounds and from all faiths and none.

Our educational philosophy derives from our founding values:

- We believe in the value and potential of every child and young person.
- We are committed to high standards of achievement and embrace a positive mind set approach that insists all students can make exceptional progress.
- We will deliver high quality teaching with a focus on achieving mastery of subjects from phonics through to the skills needed to play a musical instrument well.
- We value our staff because exceptional learning requires exceptional teachers. We provide excellent professional and career development as well as competitive employment packages. We aim to be an employer of choice
- We will provide rich additional opportunities for all to build character and develop children and young people's moral, social and cultural awareness.

The name 'Tenax' is the Latin word for 'tenacious' or 'steadfast'. We chose it because we are steadfast in our belief in the value of Church of England education, and the consequent commitment to high achievement and personal growth for all young people.

Partnership & Wider Contribution

Tenax Schools Trust aims to offer schools wide opportunities for mutual support and partnership, in particular through the practical sharing of leadership, educational and pedagogical expertise, resources and joint professional development.

The Trust supports its local governing bodies in their important role of working with the headteacher of each school to ensure high standards are maintained. Local governing bodies have a central role to play in preserving the identity of each school and building and maintaining strong links to the community it serves.

In its operation across Kent and East Sussex, Tenax Schools Trust has a close working relationship with both the Diocese of Rochester and the Diocese of Chichester. Likewise, The Trust collaborates with the local authorities of Kent and East Sussex in providing excellent educational opportunities for local children and young people.

Sir Henry Fermor C of E Primary School Role Description

POST: Teacher (Primary)

PAY RANGE: Main Pay Range

Job Purpose **Class Teacher**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the head teacher. To be an effective professional who demonstrates their curriculum knowledge, able to deliver effective teaching, learning and assessment to support the achievement of pupils.

Teachers Standards

Teachers' Standards is the core document for practising teachers at this school and defines their daily role and responsibilities. The Standards encompass teachers' job descriptions, reflect the school development plan and constitute the framework for the management of the appraisal process in this school.

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

Areas of Responsibility and Key Tasks

Ensure that pupils achieve outstanding progress through:

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objective and specifying how they will be taught and assessed;
- Setting tasks which challenge pupils and ensure high levels of interest;
- Setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- be aware of and make provision for pupils who are AEN/SEN, very able, LAC or who have other particular needs;
- Providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to:
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - use effective questioning, listen carefully to pupils, and give attention to errors and misconceptions

- select appropriate learning resources and develop study skills through library, ICT and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- evaluating own teaching critically to improve effectiveness
- ensuring the effective and efficient deployment of classroom support
- taking account of pupils' needs by providing structured learning
- opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy
- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- Prepare and present informative reports to parents.

Curriculum Development

- contribute to the whole school's planning activities, through leading and contributing to curriculum teams.
- Liaise with the Key Stage Leader or Curriculum Leader to ensure the implementation of the school

School development

- To co-operate with the aims and objectives of our CE school, contributing towards a positive Christian ethos by showing kindness and courtesy towards all members of the school community and leading worship with pupils;
- To promote equal opportunities within the school and to seek to ensure the implementation of the school's and Children's Services equal opportunities policies;
- To promote within the school a culture in which all pupils, staff and parents feel confident in raising concerns relating to the welfare or safety of children and that those concerns will be heard and dealt with consistently, and to do this in accordance with the school's Child Protection Policy.

Other Professional Requirements

- have a good working knowledge of teachers' professional duties and legal responsibilities;
- operate at all times within the stated policies and practices of the school;
- have good knowledge of subject(s) or specialism(s) to enable effective teaching;
- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and pupils;
- contribute to the everyday life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.

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 (STPCD), the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description should be read in conjunction with Annex 1 – Teachers' Standards (England) contained within the STPCD.

Sir Henry Fermor C of E Primary School – Person Specification

This person specification is designed to enable potential applicants for this role to determine how fully they currently meet the requirements of the role. It will be used to shortlist applicants and as part of the selection process.

It is not necessary to meet all points listed below in order to apply – we are very keen to hear from applicants who believe they meet a majority of the ‘need to have’ points.

Essential Criteria

1 Knowledge and Experience

- 1.1 Evidence of exemplary Foundation/Key Stage 1 classroom practice.
- 1.2 A sound understanding of recent developments in the primary school curriculum.
- 1.3 Knowledge of the particular requirements of delivering education to pupils with AEN/SEN, very able, LAC or who have other particular individual needs.
- 1.4 Knowledge of strategies which are necessary to promote purposeful learning and progress while safeguarding the health and safety of pupils.
- 1.5.1 Understanding of multicultural education and other issues related to ensuring that classroom organisation and practices is not discriminatory.

2 Skills and Abilities

- 2.1 Ability to plan and prepare programmes of work, appropriately differentiated, for the delivery of the curriculum to children in the primary school age range.
- 2.2 Ability to assess the needs of individual pupils and maintain appropriate records for the purpose of continuity and progress in curriculum areas.
- 2.3 Ability to select appropriate resources to create a stimulating learning environment.
- 2.4 Ability to relate and communicate effectively with parents and encourage their participation in their child's education.
- 2.5 Ability to direct the work of a teaching assistant.
- 2.6 Ability to work closely with other members of staff in the development of the curriculum and pastoral work of the school.
- 2.7 Excellent inter-personal skills

- 2.8 Excellent time and task management skills.
- 2.9 Ability to work under pressure and to deadlines.
- 2.9.1 Ability to use data effectively in setting targets and understanding pupil progress.

3 Qualifications

- 3.1 DfE recognised teaching qualification
- 3.2 Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc.

4 Personal Qualities

- 4.1 Commitment to safeguarding and promoting the welfare of children and young people.
- 4.2 Commitment to a range of teaching approaches that encourage pupils to develop their full potential.
- 4.3 Commitment to equal opportunities within the whole school development plan.
- 4.4 Commitment to partnership with Governors, school and parents.
- 4.5 Sympathy with the aims and values of a Church Aided School.
- 4.6 Evidence of commitment to personal continuing professional development.

Application Process

Applications

Please send your completed application form and supporting letter to khawkins@fermorschool.org.uk, by Midday on Thursday 30th April. Please refer to the guidance notes for applicants.

Shortlisted candidates

Short listing will take place on Wednesday 22nd April, after which the shortlisted candidates will be contacted. This will include a letter outlining the interview process. Online Interviews will take place during week commencing 27th April 2020.

Offer of Employment

The successful candidate will be contacted by phone and an offer of employment made subject to the satisfactory completion of all pre-employment checks

Any applicants who would appreciate an **informal discussion** about the post should contact:

- Sacha Strand, Head Teacher or Vicki Edwards, Deputy Head Teacher on 01892 652405.

Guidance Notes for Applicants

Application Form

It is imperative that the application form is completed in full and signed. Please follow the instruction to use black ink or typescript as your form will very likely be photocopied. If you are submitting your application form electronically, you will be asked to sign the form should you be invited to interview.

When submitting your application, it is important that you relate your skills, experience and abilities against the person specification, identifying against each criterion, examples of your expertise. The shortlisting panel cannot guess or make assumptions. Please make sure you complete the application form that was sent to you with the application pack as this will be the most up to date version.

Please do not attach a previously prepared CV as an alternative. It is important that we are able to compare candidates' experience by drawing on the same range of information. Statements in support of an application will often need to be longer than the space provided on the form and these should be attached to the application on a separate sheet. Please refer to the information contained within the recruitment pack for the length and presentation of your personal statement.

Letter of Application

In addition to the application form, we ask that you write a covering letter describing briefly the extent to which your experience has prepared you for the post for which you have applied.

In addition, it will be important to relate your skills and knowledge to the person specification with supporting evidence that demonstrates how you meet the range of criteria.

Referees

We will take up references on shortlisted candidates. Please give your current or most recent employer as one of your referees; if you do not wish for your current employer to be contacted prior to offer please make this clear as some references may be taken up prior to interview.

We ask that you do not include photocopies of open testimonials. We will always write to your current or previous employer for a professional judgement of your suitability for the post. If you have been employed in your present school for less than three years, the governing body may wish to seek further supporting information from your previous employer(s).

Qualifications

Please bring documentary evidence of your Qualified Teacher Status (QTS) and other relevant qualifications (excluding GCSE, "O" and "A" levels) to your interview.

The selection panel will ask to see the original certificate, and copies will be taken for your application. If you have achieved the National Professional Qualification for Head teachers (NPQH) or any other professional qualifications e.g. National Qualification for School Leaders (NPQSL), National Qualification for Middle Leaders (NPQML), please bring copies of these qualifications to the interview for checking.

Medical Information and Disclosure and Barring Service (DBS) Disclosure

Prior to appointment, you will need to complete a health statement that will be assessed by Tenax's Schools Trust Occupational Health Team.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff will be expected to hold or be willing to obtain an enhanced DBS disclosure issued with the Trust as the employer.

This disclosure will need to be approved by Tenax Schools Trust before we can fully confirm your appointment. Please note that having a criminal record does not automatically mean that an offer of appointment will be withdrawn.

Eligibility to Work in the UK

In line with Safer Recruitment guidance issued by the DfE and other employment related legislation, you will be required to provide evidence of your identity and eligibility to work in the UK. The evidence required is one of the following documents:

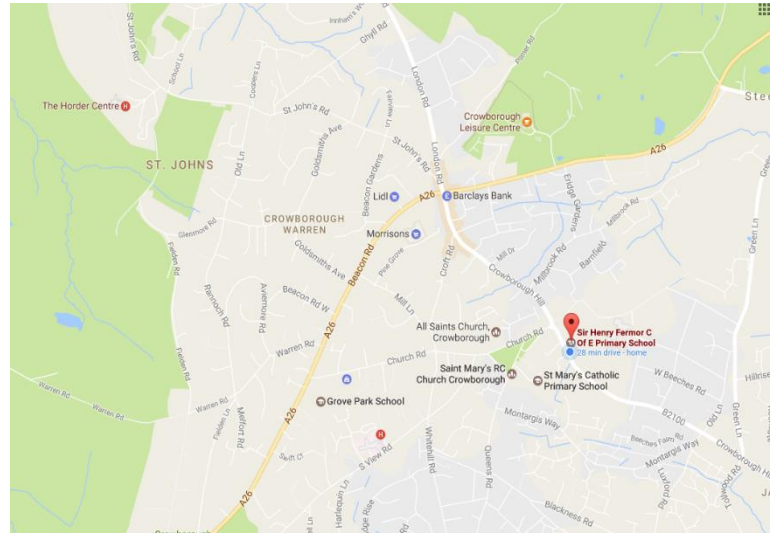
- a full British passport (current or expired) or national identity card issued by a state which is party to the Europe Economic Agreement or other passport stating your eligibility to work in the UK.
- a full birth certificate issued in the UK or Republic of Ireland AND an official document showing your National Insurance number, for example, P45, P60 or a document issued by HM Revenue & Customs or another Government Department. (A document showing a temporary NI number would not be satisfactory.)

Information about Crowborough and Sir Henry Fermor C of E Primary School

Crowborough is a rural market town located on the Wealden District of East Sussex on the outskirts of the Ashdown Forest. Situated approx. 7 miles south west of Royal Tunbridge Wells and 35 miles south of London. It has direct train links to London Bridge, and regular bus services from Tunbridge wells to Brighton. Road access is served by the A26.

The town is surrounded by land which is designated as "land of outstanding natural beauty" its current population of around 25,000 is scheduled to increase slowly, making it the most populous inland town in East Sussex. The school site, sits close to the picturesque Chapel Green, within close walking distance to the main town.

The main school building was erected in 1880, after outgrowing the All Saints Church site. Our current building is incredibly spacious, sitting in extensive grounds and includes a swimming pool, 2 playgrounds, a school sports field, woodland area, forest school and two school halls.



The original school: now used as All Saints' Church Vicarage at Chapel Green



Today: Sir Henry Fermor Church of England Primary School on Crowborough Hill

What's in a name?

Sir Henry Fermor was born in Walshes Manor in Crowborough as the eldest son of the third marriage of William Fermor and Martha Thomas. In 1686 on his father's death Henry Fermor moved to London where he made his fortune. Henry Fermor married twice and, although he inherited Walshes in 1708 he never returned to Crowborough to live. In 1723 Henry took up residence at his brother's house at Knole Park in Sevenoaks when his brother died. He became a Baronet on 7th May 1725 and Henry remained in Sevenoaks until his death on 2nd June 1734. On his death, he bequeathed money for a church and charity school for the benefit of the less fortunate children that lived in Crowborough and surrounding villages. In 1744, the original Fermor school building was built which is now the vicarage for All Saints Church. We are very proud of our school's heritage and history and have a dedicated history wall, displaying many original artefacts and literature of the time.