



Meopham School

Swale  
ACADEMIES  
TRUST

## Recruitment Pack

# Teacher of Science



Meopham School

Wrotham Road

Gravesend

Kent

DA13 0AH

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## Job Description

**School:** Meopham School

**Job Title:** Class teacher (Secondary)

**Responsible to:** Headteacher

### Purpose of the job

The current School Teachers' Pay and Conditions Document describes the general professional duties which teachers are expected to undertake in the course of their employment.

Teachers are also expected to perform particular duties as may reasonably be assigned to them by the Headteacher.

For the purpose of this general job description these particular duties are:

1. **Curriculum:**
  - a) To plan and prepare courses
  - b) To continuously review teaching methods, schemes of work and resources as necessary
  - c) To advise and co-operate with the line-manager, other teachers and the Senior Leadership Team on the preparation and development of courses of study, teaching materials and resources, teaching programmes, methods of teaching, assessment and pastoral arrangements.
  - d) To participate in meetings of the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
  - e) To take part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
2. **Professional Development etc.:**
  - a) To participate in any arrangement within an agreed national framework for the performance management of his/her performance and that of other teachers.
  - b) To participate in arrangements for his/her further training and professional development as a teacher.
  - c) To contribute as appropriate to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new and newly qualified teachers.
  - d) To co-ordinate or manage the work of other teachers as appropriate.
  - e) To manage or supervise support staff as necessary.
3. **Pupils:**
  - a) To plan and prepare lessons.
  - b) To teach pupils assigned to him/her, including setting and prompt marking of work carried out by pupils in school or elsewhere.

- c) To set relevant and sufficient homework, according to the homework timetable, and to ensure prompt marking of the homework or coursework.
- d) To assess, record and report on the development, progress and attainment of pupils, according to departmental and whole-school policies.
- e) To participate in the arrangements for preparing pupils for public examinations. To assess pupils for the examinations and record and report these assessments.
- f) To promote the general progress and well-being of individual pupils and of any class or group assigned to him/her.
- g) To provide guidance and advice to pupils on educational and social matters and on their future education and careers, including information about the sources of more expert advice on specific questions.
- h) To make records of, and reports on, the personal and social needs of pupils.
- i) To provide or contribute to oral and written assessments, reports and references relating to individual pupils and/or groups of pupils.
- j) To maintain good order and discipline among pupils and to safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- k) To attend assemblies and to supervise his/her tutor group while in assembly, unless the teacher wishes to opt out of any religious aspect of assembly where this is against their beliefs.
- l) To accurately register pupils at a.m. and p.m. registration and during lessons and at any other time necessary before, during or after school.
- m) To provide, as a Tutor, the individual contact, knowledge and support for pupils within the allocated tutor group and to liaise with parents and other staff accordingly, as appropriate.
- n) To contribute to the personal and social education of pupils generally and specifically through the teaching of the PSE programme to the tutor group.
- o) To support all colleagues in ensuring that high standards of uniform and behaviour are maintained within the school
- p) To work with other colleagues to ensure that there is a consistent approach in ensuring pupils abide by the school's code of conduct and the same consistency in dealing with pupils who do not conform to school rules.
- q) To make relevant records and reports as necessary.

**4. Parents and the wider community:**

- a) To communicate and consult with the parents of pupils when required.
- b) To communicate and co-operate with other persons and outside agencies as required.
- c) To participate in meetings arranged for any of the purposes described above.
- d) To foster good relationships with parents.

**5. Resources and Accommodation**

- a) To take responsibility for the care of resources, accommodation and fabric of the school, particularly when pupils are present.
- b) To allocate, as appropriate, equipment and materials in connection with his/her teaching.

**6. Policies and Staff Handbook**

- a) To ensure that all departmental and school policies are understood and complied with.

- b) To ensure that s/he has read and understands the contents of the Staff handbook and complies with all the requirements detailed in the handbook.

7. **Administration**

- a) To participate in administrative and organisational tasks related to the above duties.

8. **Health and Safety**

- a) To accept responsibility for your own safety – as well as that of the pupils and colleagues with whom you work.
- b) To undertake Health and Safety training offered.
- c) To be aware of Health and Safety issues and the hazards associated with manual handling tasks, including the cumulative effect of repeated manual handling operations.
- d) To follow any control measures and care plans required by the generic or individual risk assessments.
- e) To be familiar with and use available equipment safely.
- f) To be aware of your own limitations and inform your employer of any circumstances that may alter your ability to perform manual handling tasks.
- g) To report accidents and hazards.
- h) To report deficiencies in the employer's Health and Safety protection arrangements.

A. **REVIEW OF THIS JOB DESCRIPTION**

This job description is not necessarily a comprehensive definition of the post. The duties and responsibilities of the post may vary from time to time according to the changing needs of the school. The job description may be reviewed at the reasonable discretion of the Headteacher in the light of those changing requirements and in consultation with the post holder.

B. **WORKING TIME**

The following is extracted from the School Teachers' Pay and Conditions Document.

- *A teacher employed full-time shall be available for work for 195 days in any school year, of which 190 days shall be days which he/she may be required to teach pupils in addition to carrying out other duties; and those 195 days will be specified by the head teacher*

- *Such a teacher shall be available to perform duties at such times and such places as may be specified by the head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which he/she is required to be available for work.*
- *Such a teacher shall work such additional hours as may be needed to enable him/her to discharge effectively his/her professional duties, including, in particular, the marking of pupils' work, the writing of reports on pupils and the preparation of lessons, teaching materials and teaching programmes. The amount of time required for this purpose beyond the 1265 hours and the time outside the 1265 specified hours at which duties shall be performed shall not be defined by the governors but shall depend upon the work needed to discharge the teacher's duties.*

A summary of the directed time for teachers at Meopham School as allocated by the Headteacher is detailed in the staff handbook.

### **The Working Time Regulations 1998**

All teachers are subject to the EU Working Time Regulations which are described in paragraph 114 of DfE Circular No. 12/99.

## Person Specification

**Job Title:** Class teacher (Secondary)

**Grade:** Main scale

**Responsible to:** Headteacher

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	Qualified Teacher Status.	Good honours degree.  Training at a school with similar characteristics to the Trust Schools.
<b>Experience</b>	Teaching of specialist subject across at least one key stage.	Teaching across all three key stages, with experience of teaching specialism at level 3.  Experience in a school similar to the Trust Schools.
<b>Skills and Knowledge</b>	Knowledge of the National Curriculum.  Knowledge of relevant courses at Key Stage 4.  Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety.  A good understanding of the importance of literacy and numeracy across the curriculum.  A good understanding of how to assess pupil progress.	Knowledge of relevant courses at Key Stage 5.  A good understanding of how to plan and assess work for vulnerable groups, such as SEN pupils, pupil premium pupils and gifted and talented pupils.
<b>Personal qualities</b>	Enthusiasm for your specialist subject.	A commitment to others' continuing professional development.

	<p>Hardworking, reliable and trustworthy.</p> <p>Ability to communicate positively with children.</p> <p>Ability to work supportively within a team.</p> <p>A commitment to own continuing professional development.</p> <p>Ability to reflect upon and improve your teaching practice.</p>	
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## **Letter from Jon Whitcombe – Trust Principal**

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of seventeen primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and Sittingbourne Community College, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

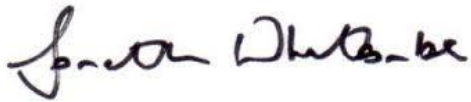
Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared

values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink that reads "Jon Whitcombe". The signature is written in a cursive style with a large initial 'J' and a long horizontal stroke at the end.

**Jon Whitcombe**  
Trust Principal

## Welcome from Suzanne Dickinson - Headteacher

Dear Applicant,

Teacher of Science

Thank you for expressing an interest in this post. I hope you will take a look at our website at [www.meopham.kent.sch.uk](http://www.meopham.kent.sch.uk) and take the time to consider the information enclosed with this letter.

Meopham School is a school where a traditional family culture combines with an ambitious ethos for excellence.

Our ethos creates a supportive, energising and inspiring climate for success. Indeed, we were judged as “Outstanding” by Ofsted in January 2019. We are the highest performing non-selective school in Kent, and were recognised for this for the third year running in the October 2018 School Performance Tables.

However, at Meopham School we measure success not just in terms of excellent academic outcomes, but also in the development of strong character. Our traditional academic curriculum combines with our Excellence Through Character curriculum to ensure that every student is nurtured to uncover their talents and aptitudes. We recognise that excellent examination results are only a part of the story. Qualifications and personality open doors initially, but it is strength of character which keeps those doors open and allows our young people to lead happy, successful and healthy lives.

We are proud that Meopham School students are curious in their learning, resilient in overcoming difficulty, and are confident in evaluating their own progress. As a consequence, they are ambitious to achieve academic and personal success, both in school and in the world beyond.

Meopham School is located in the village of Meopham, an area of outstanding natural beauty. Students and staff moved into our brand new £14 million building in Spring 2018. The state-of-the-art school offers an inspiring modern learning environment, with traditional classroom spaces. This new facility offers a learning environment which is truly exceptional.

Standards of teaching and learning at Meopham School are extremely high. There is a consistent approach to lesson planning, teaching and marking at the school and an explicit focus on differentiation in particular. At the heart of our vision for the school is a relentless drive to ensure that all pupils make exceptional levels of progress in every subject. Our curriculum is broad and balanced. Indeed, offering courses to suit pupils of all abilities is one of the reasons for our success.

To achieve our vision, we place the recruitment, retention and professional development of excellent teachers as a top priority. We therefore seek well-qualified, highly skilled, and enthusiastic teachers, who have the highest of expectations of both themselves and the pupils in their classes. We want teachers who enjoy working with young people of all abilities and differing needs.

If you became part of our team, I believe we could offer you a number of benefits. You would become part of something incredibly successful. We can offer an exceptional package of professional development, ranging from an acclaimed NQT induction programme, training through the nationally recognised Improving and Outstanding Teacher Programmes, the Outstanding Leaders in Education

Programme, a Master's Degree, and support for aspiring headteachers, leading to the National Professional Qualification for Headteachers (NPQH).

Meopham School offers the benefits of working in a small school but within an exciting multi-academy trust. The Swale Academies Trust is currently made up of fourteen other schools, both primary and secondary, located in Kent and East Sussex. The Trust provides unparalleled opportunities for professional development. The Trust will grow further.

Meopham School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check. As a school dedicated to the principle of equal opportunities, we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.

If you wish to apply, please visit Kent Teach to submit your application as soon as possible. We look forward to receiving your application.

Yours sincerely,

A handwritten signature in purple ink, appearing to read 'S Dickinson', written in a cursive style.

Mrs S Dickinson  
Headteacher

## Swale Academies Trust

The Swale Academies Trust based in Kent came into being in September 2010 as one of the first few Academy Converter Schools based around Westlands School in Sittingbourne. As a National Support School and an Academy Sponsor, Westlands and Swale Academies Trust have developed into one of the South East's leading Academy Sponsors, currently consisting of seven secondary schools and ten primary schools. The Trust provides support for other schools, located in Kent and East Sussex.



As the Trust has grown and developed we continue to ensure that effective school support and leadership is maintained. Most of the schools that join us have had inherent weaknesses and challenges that need to be addressed. This involves intensive support and considerable levels of experience and intervention. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

## Swale Academies Trust – Principles Pivotal to Success

For our Trust to develop positively there are 6 key principles that we strive to adhere to and form the basis for our development.

- 1. We ensure that pupil well-being and good pupil progress are at the heart of what we do in all of our work.**

*We do this by creating safe, happy learning environments which celebrate and promote the production of beautiful work.*

- 2. We ensure that all working practices are positive, fair and built around a spirit of trust and co-operation.**

*We do this by engaging positively with all of our employees to create a happy and successful working environment. The Trust strives to be an organisation which listens and learns.*

- 3. We ensure that we recruit, retain and develop high quality staff and develop people through excellent CPD.**

*We do this by recognising that a highly skilled, focused, competent and loyal workforce will enable pupils to make great progress.*

- 4. We ensure that all Trust provision is judged at least Good by Ofsted within two years of taking it on.**

*We do this by focusing relentlessly upon developing good pupil behaviour, good attainment standards, imaginative and creative teaching and emotionally intelligent and resilient leadership.*

- 5. We ensure that all Trust provision is cost effective and that expenditure never exceeds income.**

*We do this by living within our means and using our size to create economies of scale within a culture of careful resource stewardship.*

- 6. We ensure that Trust expansion occurs only if it is prudent, cost effective and likely to enhance capacity.**

*We do this through engaging in a thorough process of due diligence to ascertain whether each prospective school is viable in the short, medium and long term.*

## **Swale Academies Trust – Schools**

### **Primary**

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne

### **Secondary**

- Meopham Secondary School, Meopham
- The Sittingbourne School, Sittingbourne
- The Eastbourne Academy, Eastbourne
- Causeway School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne
- Peacehaven Community School, Peacehaven

### **Central Support Services**

- Ashdown House, Sittingbourne

## **The Application Process**

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

If you wish to apply, please visit Kent Teach to submit your application as soon as possible. We look forward to receiving your application.

## **The Shortlisting and Interview Process**

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within four weeks of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

## **Conditional Offer**

Any offer of employment will be conditional upon the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check
- Satisfactory completion of a Health Assessment
- Satisfactory completion of six-month probation period (where relevant)
- Satisfactory checks, as may be required in accordance with statutory guidance, if you have worked or been resident overseas in the previous five years.



## **Retention of information**

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.