



Candidate Briefing Pack

Teacher of Psychology and English





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;

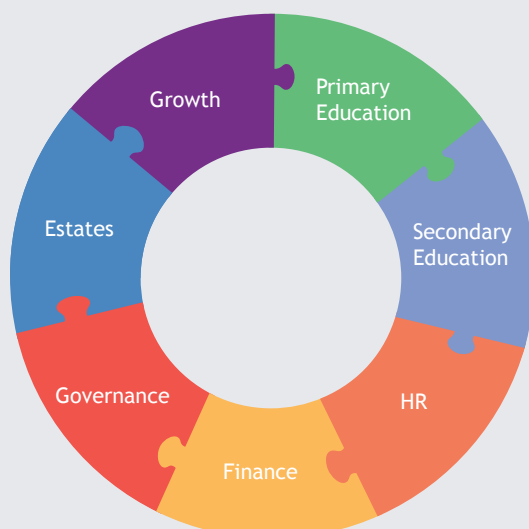
Shared whole Trust values of dignity, respect and ambition;

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.



Job Description

Job Title: Teacher of Psychology and English

Contract Type: Permanent, Full time

Remuneration: STPC MPS/UPS

Core Purpose

The holder of this post is expected to carry out the professional duties of a Teacher 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

Post Threshold - UPS2/3

In addition to the above requirements, a Post Threshold UPS2/3 Teacher will:

- Have their Quality of Teaching predominantly evaluated as excellent, and never below secure
- Contribute to the professional development of colleagues through coaching and mentoring
- Contribute to implementing workplace policies and practice and promoting collective responsibility for their implementation
- Have a more developed knowledge and understanding of their curriculum area and related pedagogy including how learning progresses within them.
- Have a positive impact on standards beyond their own classroom
- Have a positive impact on other members of the School community
- Take care of their own emotional well-being and that of 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 Psychology and English

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"> • 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 English and Psychology • A secure subject knowledge for teaching English at KS3 and KS4 and Psychology at 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. 	<ul style="list-style-type: none"> • Experience of being an examiner/moderator.

<ul style="list-style-type: none"> • Good interpersonal skills and able to work in a team. • Ability to work to deadlines. • Good organisational and administrative skills. • 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. 	
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. 	