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**Class Teacher Application Pack**

**Permanent**

**September 2024**

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**Letter from Cathie Paine, Chief Executive Officer**

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Cathie Paine**

**CEO**

# Our Touchstones

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago Touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The Role

**Class Teacher at Tidemill Academy**

We are looking to appoint an inspirational, ambitious and talented Class Teacher to join our dedicated and enthusiastic team on a permanent contract, starting September 2024.

At Tidemill Academy, we strive to ensure that all our pupils are happy, confident, ambitious individuals with a passion for learning; who possess the skills, knowledge, learning attitudes and behaviours to enable them to be successful in the world today, and in the future.

We achieve this through creating a strong sense of community and by providing high quality teaching and learning opportunities through an inspiring curriculum.

We provide all staff with excellent CPD, a supportive working environment and the opportunity to contribute towards projects, initiatives and experiences that make a real impact.

**We would love to hear from you if you are:**

* Passionate about enabling all children to achieve excellence
* Highly dedicated to providing the highest standards of teaching for all children
* Committed to achieving high standards of learning and behaviour for all
* Enthusiastic, determined, dedicated and inspirational

**We can offer you:**

* Strong, supportive leadership and a caring, enthusiastic and cohesive staff team
* A commitment to providing high quality professional development
* Encouragement to develop new ideas
* The opportunity to make a real difference to change the lives and futures of our children

# School Context

Tidemill Academy is a great, two-form entry primary school situated next to the busy and diverse Deptford High Street. We have a long history of supporting other schools through London Challenge, work as a National Teaching School and now play a key role in Initial Teacher Training for REAch2. Our school is co-located with the Deptford Lounge building. We have great sports facilities, modern learning environments and are well resourced. We are now a key feature of the Deptford landscape and are symbolic of the wider regeneration sweeping through the area. Deptford is well-located, only 6 minutes from London Bridge and 11 minutes from Cannon Street by train, as well as being accessible by DLR (walking distance from Deptford, Deptford Bridge and New Cross stations). Deptford is also served by many buses.



*Our playground, our football pitch*

*on the roof and ‘Treehouse’*

Deptford has a rich maritime history, is accessible to Greenwich on foot and is well located to explore the many educational attractions of London and beyond. At the heart of Deptford and on our doorstep, is the colourful market, the stalls highlighting the diversity of the local community. Although the school’s main catchment area is in a deprived area of Lewisham, it is increasingly becoming a cultural hub with many exciting and well-known community projects such as Deptford X. There is a thriving arts scene with the Laban Dance Centre, a number of local galleries, studio spaces and the Albany theatre just a stone’s throw away from the school.

Tidemill has a truly rich and diverse community.  Culturally, our pupils are 90% other than white British. The ethnic groups most represented at Tidemill are Black African (32%), Black Caribbean (11%), White British (12%), Other White (7%) and Chinese (6%) (September 2023). 41 languages are spoken and 45% of our children have English as an additional language At Tidemill we have high levels of pupils receiving the Pupil Premium (46% currently). We have a very successful track record of supporting these pupils, often at least doubling the progress percentages of all pupils nationally.

Our KS2 results for Reading, Writing and Maths are consistently well-above the national average for attainment and progress at the expected standard and greater depth.

# Vision

Our vision is to ensure ALL children leave Tidemill Academy as confident, kind, creative and resilient individuals, ready and equipped to make a positive difference to society, now and in the future. Through an exceptionally rich curriculum that inspires a lifelong love of learning, children will be curious and encouraged to take risks in their learning. Tidemill’s ‘skills and attitudes’ will play a fundamental role in school life. Learning in our great school will be exciting, inspiring and memorable.

Meaningful leadership and community opportunities will develop responsible citizens, who are articulate, respectful and appreciative of differences. The highest expectations and aspirations will be held for everyone in our community, with exceptional progress being evident. Everyone will feel a sense of belonging to the school community and able to make a valuable contribution; well-being for all will be paramount. All individuals will thrive and achieve their very best in a caring, supportive and ambitious learning environment.

To achieve our vision, our focus is on a determined and relentless effort to raise standards within the context of high quality educational provision. There is a strong ‘can do’ ethos and the energy and vision to make a genuine difference to the lives of those in our whole school community. There is a clear understanding that the highest standards for children will only be achieved through the use of a wide range of focused strategies impacting on children as well as their families. Education, in the formal sense, is at the heart of this, but the time pupils spend at Tidemill, in and beyond the core school hours, include a wide range of enrichment opportunities targeting both pupils and parents. All of this is set in the context of a school where visitors regularly remark on the quality of positive relationships between and among staff and pupils.

# Staff Benefits

Our staff team are exceptional and we reward them with additional benefits over and above the National Pay and Conditions in recognition of their dedication and commitment:

* Outstanding CPD and opportunities to write and lead teaching programmes
* Interest free loans for bicycle purchase
* Staff children listed in the school’s admission criteria
* Childcare voucher scheme

# Staff Team and Structures

Tidemill benefits Teaching Assistants or Higher Level Teaching Assistants in classes, specialist PE, Music and Art Teachers to cover PPA, plus additional teaching staff providing interventions. We also provide an extensive range of after school clubs, which vary every term according to the children’s needs and requests, but can including fencing, knitting, karate, French and debating.

*Our fabulous staff team – World Book Day (actually World Book Week at Tidemill!)*

Team working is a noticeable feature of our school culture. Each phase, EYFS, KS1 and Lower KS2, Upper KS2 and our Resource Base, are led by Phase Leaders who shape and develop the curriculum for their phase and organise many aspects of the day-to-day running of the classes. They are also well-positioned to be involved in quality assurance of provision, in the implementation of school policy and contributing to the school vision.

Subject leaders are well supported by the Senior Leadership Team and are instrumental in innovation and ensuring best practice in their areas. The school is very well resourced. Subject leaders play a key role in developing the practice of peers and actively contribute to the school’s CPD programme.

# Speech, Language and Communication Resource Base

Tidemill has a well-established Speech, Language and Communication Resource Base. Consisting of a specialised teaching team, including Speech and Language Therapists, this resource has a huge benefit for all of our children, as well as to children joining us as part of the base. Many unique features of the teaching styles and approaches have been assimilated into our mainstream teaching. Children who attend the base also have a mainstream class that they generally return to for one afternoon per week, with adult support, to access lessons taught by specialists, including music, Art and PE.



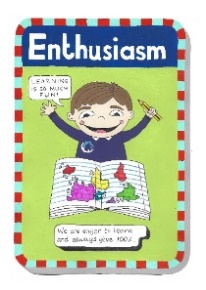
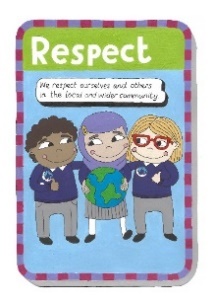
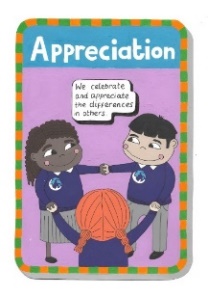
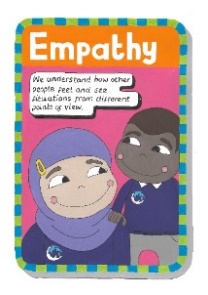
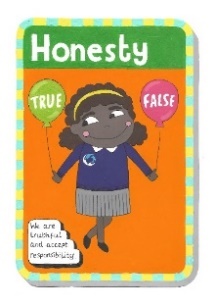
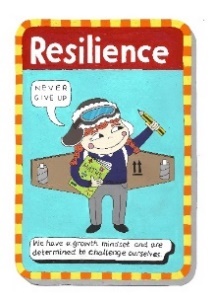
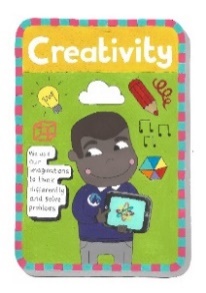
*Summer Production*

# Curriculum

At Tidemill, we have developed a bespoke curriculum that aims to create learners who will succeed in the 21st century. Our curriculum adheres to our strong set of school aims. Using chosen aspects of the National Curriculum and our own bespoke curriculum, we have established a rich, relevant and purposeful educational experience that allows us to develop the whole child, while meeting the needs and interests of individual pupils. Our curriculum provides learning that has local, national and international dimensions.

The curriculum at Tidemill Academy, intends for children to build on their learning, progressively acquiring the knowledge and skills needed for the next stage in their education. This means ensuring children are confident in Reading, Writing and Maths, which supports them in fully accessing the broad curriculum and enrichment opportunities available. Pupils are given opportunities to rehearse and embed these skills daily. They are challenged not only to develop their understanding, but to master and articulate it. As a result, our pupils are successful, self-motivated, independent learners who love to learn.

Woven throughout our curriculum and explicitly taught are our agreed Tidemill Attitudes: curiosity, enthusiasm, creativity, respect, empathy, resilience, appreciation and honesty. Our Tidemill Skills: communication, social, investigative, critical thinking and self-management skills. Pupils have a thorough understanding of these and they make a strong contribution to the excellent learning behaviours seen across the school. Alongside this, is our clear and effective Positive Behaviour policy which is operated consistently across the school. Children enjoy coming to school which is reflected in the high attendance levels.



# Key to Strong Performance

Parental support and involvement is a top priority and very important to our success. We have high expectations of parents and they come into school regularly to support their child. Parents enjoy the range of activities that we offer to enable them to enhance their children’s education. This includes a range of very well-attended workshops such as Inspire Workshops, Reading and Phonics sessions, Stay and Play mornings and specialist SEND Workshops. We also have a Family Liaison Officer who works with parents to provide support, as needed, and signposting to other services.

# Pupil Voice

Pupil voice and involvement is a significant aid to learning. This is achieved through the formal structures of the School Council and Eco-Committee, but also through the Pupil Advocates, in the quality of the pupils’ responses to questionnaires and the enthusiasm they show about becoming involved in school improvement initiatives.

When we asked our children to tell us what they thought about their school, these are the words they came up with. Our children are amazing!

# Attendance Hub

*Tidemill’s Community Iftar*

Due to our exceptionally high attendance levels, progress and attainment, the Department for Education invited Tidemill to become a National Attendance Hub. in this role, we support schools across the country improve their attendance levels.

We believe our highly engaging curriculum, clear and embedded messaging and positive relationships with parents make us a great school with great attendance. Every member of staff has a role to play; this is something we achieve and celebrate together.

**We believe in the four C's:**

**Curriculum**

Building knowledge over time requires plenty of opportunities to reactivate and build upon past learning experiences. Curriculum enrichment including regular visits and performances make learning more memorable and enjoyable. As a result, the vast majority of children love coming to school and wouldn’t miss it for the world.

**Connection**

Even more so in Primary, parents have to support their child’s attendance; they need to want to come to school too! Upskilling and empowering parents through workshops and involving them in wider school life demonstrates their worth. At Tidemill, we ensure our ‘support-offer’ suits parents best and that the time of day, refreshments and creche facilities are all considered. Only when meaningful connections are built can the school challenge poor attendance.

**Culture**

The Attendance Officer cannot achieve meaningful connections on their own. Instead, a shared understanding of the importance of great attendance and everyone’s role within it is required within school. New staff need timely induction and key messages need to be voiced by the right people, in the right way at the right time. A teacher’s description of missed learning, a Receptionist telling a parent, ‘We can deal with that,’ and ‘Team Around the Family’ meetings that plan and galvanise extra support, are all part of our approach.

**Clubs (Curriculum Enrichment)**Research shows that schools with a great ‘after school club’ offer increase pupil motivation and have higher rates in attendance. At Tidemill, our clubs build on the knowledge and skills acquired in the curriculum. We are passionate about inclusion and work tirelessly to involve all pupils and dispel unfair stereotypes. This means asking pupils what clubs they would like to see and making links with specialists in the community and beyond (even more reason to come to school!).

# The Application

You are invited to submit an application form to **Miss Marion Drake, Headteacher** by email [**recruitment@reach2.org**](mailto:recruitment@reach2.org)

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion or school visit please contact **Miss Marion Drake, Headteacher** via school office on 0208 692 3470 or by email [admin@tidemillacademy.org](https://reach2.sharepoint.com/sites/REAch2HRandRecruitmentS-W-TidemillAcademy/Shared%20Documents/Tidemill%20Academy/Recruitment/Completed%20Recruitment/Class%20Teacher/admin@tidemillacademy.org)

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:** | Monday 29th April 2024 at 9am |
| **Interviews:** | Wednesday 1st May 2024 |
| **Contract Details:** | Permanent, full-time |
| **Salary:** | Main Pay Scale/ Upper Pay Scale |
| **Start date:** | 1st September 2024 |

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

We are a caring employer who invests in the future of our employees, as only through their excellence can we deliver excellence for the children and families whom we serve. To see more information about the school, please visit our website [Tidemill Academy](https://www.tidemillacademy.org/)

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# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description

**Post:** Class Teacher

**Responsible to:** The Headteacher

**REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.**

**Scope:** Classroom Teacher

**Duties:** The Conditions of Employment for School Teachers

(Document on Pay and Conditions) specify the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

**Responsible for:**

* Supporting the vision, ethos and policies of the school and promoting high levels of achievement.
* Supporting the creation and implementation of the school improvement plan.
* Organising and managing teaching and learning.
* The development and monitoring of the curriculum provision.
* Supporting the Headteacher in the monitoring of the quality of teaching and children’s achievements.
* The pastoral care of children, promoting independence and good behaviour, in accordance with school policies
* Ensuring that parents are fully involved in their child’s learning and development and well-informed about the curriculum, their child’s individual targets, progress and achievement
* Developing the use of new and emerging technologies and techniques within the classroom

**Teaching and Learning**

* Identifying clear teaching objectives 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
* Identifying SEN or very able pupils
* Providing clear structures for lessons maintaining pace, motivation and challenge
* Making effective teaching and best use of available time
* Maintaining good conduct and learning behaviours in accordance with the school’s procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
* Ensuring effective teaching and best use of available time
* 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, give attention to errors and misconceptions
* Select appropriate learning resource’s and develop study skills through library, I.C.T. 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 English and Mathematics
* 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 us them to improve specific aspects of teaching
* Provide feedback for pupils and set targets together 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 recognize the level at which the pupil is achieving
* Prepare and present informative reports to parents.

**Curriculum Development**

* Contribute to team responsibility for a subject or aspect of the school’s work and develop plans which identify clear targets and success criteria for its development and/or maintenance
* Contribute to the whole school’s development activities

**These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.**

# Person Specification

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Measured by** |
| Right to work in the UK | **\*** |  |  |
| **Knowledge/Qualifications and experience** | | |  |
| Qualified Teacher status | \* |  | A |
| Relevant degree | \* |  | A |
| Clear communication/questioning skills – precise approach to written communication | \* |  | A O I |
| ICT competent | \* |  | O |
| Able to inspire children’s interest in learning | \* |  | O |
| A full Enhanced Disclosure from the Disclosure and Barring Service | \* |  | A I |
| **Skills, abilities and personal attributes** | | |  |
| Evidence of a commitment to safeguarding and promoting the welfare of children and young people | \* |  | A R I |
| Commitment to promote and support the aims of REAch2 | \* |  | R I |
| Knowledge of strategies to support learning, progress and standards across the curriculum – evidence of impact on progress | \* |  | A R O I |
| Knowledge of how ICT can be used to support/ enrich learning | \* |  | A |
| Effective classroom management skills – able to provide an effective environment for learning | \* |  | O |
| Clear understanding of the role of assessment in the development of learning | \* |  | A O I |
| Successful record of teaching within primary | \* |  | A O I R |
| Awareness of national trends and developments | \* |  | A I |
| Evidence of commitment to personal and professional development | \* |  | A I |
| **Personal Qualities** | | | |
| Flexibility of approach | \* |  | R |
| Excellent organizational skills | \* |  | O R I |
| Supportive – able to work as part of a team | \* |  | R |
| Able to respond to and seek advice | \* |  | R |
| Ability to work under pressure while maintaining a cheerful disposition | \* |  | A O I |
| Flexibility of approach | \* |  | R |
| **Interest & Motivation in the job** | | | |
| Enthusiasm for children’s learning | \* |  | O I R A |
| A commitment to the integration of children with SEN in mainstream school environment | \* |  | O I A |
| A willingness to contribute to all areas of school life | \* |  | A R I |
| **\*Key: A=Application, R=Reference, O=Observation, I=Interview** | | | |