



The Mount Stewart Federation



Class teacher application pack

Dear Applicant,

Thank you for taking an interest in the class teacher position at The Mount Stewart Schools. I hope the materials enclosed in this pack give you a good sense of what makes the Federation a special place to work and provides the information you need about the post. Please do not hesitate to contact us if you need anything further (or would like to visit before writing your application).

Our people

Our belief in “Valuing People, Supporting Personal Best” means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively.

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

We believe in helping staff and pupils achieve their personal best and are keen to recruit the very best talent to our Federation. As well as being part of the Federation, our schools are part of Challenge Partner and the Chrysalis Hub and as such, we can offer our staff a wealth of career development opportunities and the support you need to enjoy your role.

More than 90 people work hard across the Federation to ensure we provide the very best education and service across all our schools, from consultants joining you for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

We define effective leadership as “helping others to achieve their best” and that is what your line manager will try to do for you.

Our pupils, of course, are at the heart of what we do and it is essential, whatever position you are applying for, that you relate well to children and young people.

Our curriculum

Aspire. Learn. Achieve

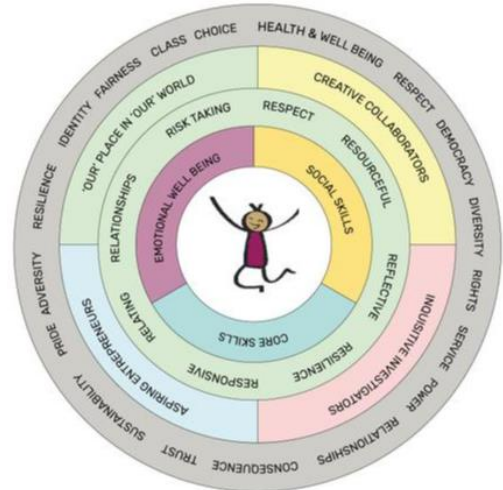
Three words that are very important to us. Three words that have been with us since we formed the Mount Stewart Federation (TMSS). Three words that govern all we do.

We are a school which has an innovative curriculum that allows staff the flexibility to create an inspiring, exciting learning journey for all our young people, enabling them to develop into active citizens of the future, empowered to make their best contribution to society.

At the centre of our curriculum, we have our Mount Stewart learner and the three core areas that our parents have identified as most important for us to develop in their child at school. Surrounding this, are our R's which encompass our learning behaviours at school. We aim to incorporate these behaviours in all aspects of school life. Finally, the outer edge shows the 20 core concepts that

underpin our curriculum at Mount Stewart. These have been carefully chosen from the National Curriculum and are taught through a variety of interesting and exciting topics and themes. Our children are exposed to these again and again on their journey through school.

If you share our passion for challenging, improving and making our schools the best they can be, we'd love to hear from you and encourage you to apply for the position.



Employee Benefit Schemes

A world of benefits and reward for all staff!

We believe in making the world a happier place to work. We do that by providing a package of flexible employee benefits, including:

- An attractive pension scheme for both Teaching and Support Staff.
- Staff well-being support, including amongst other things: counselling and occupational health support
- Access to technology and remote working if needed
- Dedicated working spaces

Post:	Federation Class Teachers
Salary:	Dependent upon experience
Contract Type:	Permanent
Closing Date:	Friday 25th of March at 9 am
Start Date:	September 2022 or before
Interviews on:	Thursday 21st April

The Mount Stewart Schools are seeking to appoint high-quality class teachers to join their team. We are seeking to appoint enthusiastic, highly motivated and committed individuals who share our core values and vision for providing the highest standard of care for every pupil.

We are looking for candidates who:

- have the ability to inspire, motivate and work in a team
- are a passionate classroom practitioner with a proven track record of skills, high expectations and aspirations for our children's achievement
- are committed to the achievement and well-being of all children
- are dedicated to promoting the ethos of our schools
- are excellent communicators with good interpersonal and organisational skills
- are community focussed with concern for the whole community

We can offer you:

- a hard-working, supportive and passionate team
- happy children who love learning and coming to school
- a creative environment where children are involved in great learning opportunities and experiences
- an organisation that values the development and expertise of its team
- high quality continuous professional development and training opportunities
- positive relationships and partnerships between all stakeholders and the wider community

If you are an early career teacher (ECT) looking for your first teaching post we offer an early start, giving you the opportunity to familiarise yourself with the school, your future class and colleagues. You will be paid over the summer and have an experienced mentor. We ensure our ECT's have access to good professional development and develop a network of colleagues in the local area.

If you are an experienced teacher looking for your next challenge we offer opportunities for high quality professional development including national programmes, further education qualifications and action research projects.

Visits to the Federation are encouraged. Please contact Mrs Sally Newing, Headteacher by email on s.newing@tmss.org.uk and make an appointment to come and meet us or **Visit our website:** www.tmss.org.uk

Class Teacher Role Profile

Role Title	Class teacher	Reporting to	Assistant Head
Section	Teaching		
Contract type	Permanent	Grade / Salary	Main pay scale

Overall purpose of role	To undertake the professional duties of a teacher, as described in the School Teachers Pay and Conditions document and the National Teacher Standards.
Safeguarding Requirements	This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.

Key Accountabilities
<ul style="list-style-type: none"> • Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all • Be responsible and accountable for achieving the highest possible standards in work and conduct • Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils • Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012) • Take responsibility for promoting and safeguarding the welfare of children and young people within the school • To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality • Perform any reasonable duties as requested by the headteacher

Dimensions (Financial/Statistical/Mandates/Constraints/No. of direct reports)
<ul style="list-style-type: none"> • Up to six colleagues, who maybe teachers or support staff • Budget will vary according to specific responsibility
Work/Business contacts
Internal: Pupils, parents, leaders, teachers, support staff, governors.
External: Local authority, colleagues in other schools, other relevant partners.

Expertise in Role Required (At selection - Level 1)		Essential or Desirable
Qualifications and General Experience	<ul style="list-style-type: none"> • Qualified to degree level; 	E
	<ul style="list-style-type: none"> • Qualified Teacher Status; 	E
	<ul style="list-style-type: none"> • A commitment to professional development; 	E
	<ul style="list-style-type: none"> • Successful DBS, disqualification by association check, and safeguarding clearance. 	E
Personal attributes	<ul style="list-style-type: none"> • Demonstrates commitment, reliability and integrity 	E
	<ul style="list-style-type: none"> • Communicates effectively with self-awareness and social perception 	E
	<ul style="list-style-type: none"> • Has energy and resilience 	D
	<ul style="list-style-type: none"> • Demonstrates emotional intelligence 	D
	<ul style="list-style-type: none"> • Is adaptable to changing circumstances and new ideas 	E
Professional knowledge and experience	<ul style="list-style-type: none"> • A track record of excellent classroom practice/teaching practice. 	E
	<ul style="list-style-type: none"> • Understanding of the role of a class teacher. 	E
	<ul style="list-style-type: none"> • Understanding of strategies to support successful outcomes for all children. 	E
	<ul style="list-style-type: none"> • Knowledge of the primary phase curriculum and assessment. 	E
	<ul style="list-style-type: none"> • Experience or ambition to take on subject leadership impacting learning across the school. 	D
Professional Skills	<ul style="list-style-type: none"> • Ability to maintain a positive school ethos with an accent on high achievement and inclusion for all. 	E
	<ul style="list-style-type: none"> • Committed to meeting the needs of children whatever their ability or background. 	E
	<ul style="list-style-type: none"> • A belief that primary education should be a lively, stimulating, enjoyable experience which achieves high standards and prepares children for secondary school. 	E
	<ul style="list-style-type: none"> • Ability to communicate and promote the aims and objectives of the school. 	E
	<ul style="list-style-type: none"> • Ability to communicate effectively (orally and in writing). 	E
	<ul style="list-style-type: none"> • Committed to working with parents, colleagues and other agencies in a positive and constructive manner. 	E
	<ul style="list-style-type: none"> • Ability to motivate and stimulate pupils of all abilities to enjoy learning. 	D
	<ul style="list-style-type: none"> • Ability to use Information Technology for assessment and analysis purposes. 	E
	<ul style="list-style-type: none"> • Make appropriate judgements over issues of confidentiality and safeguarding. 	E
	<ul style="list-style-type: none"> • A commitment to continuing professional development, and evidence of recent relevant training. 	E
	<ul style="list-style-type: none"> • An excellent understanding of a range of behaviour management strategies. An awareness of the principles of "Assessment for Learning" and a commitment to effective assessment and feedback for pupils. 	D
	<ul style="list-style-type: none"> • Able to work effectively with teaching assistants/learning mentor to ensure effective support for all children. 	D
	<ul style="list-style-type: none"> • Strong belief in delivering the full curriculum to develop the whole child. 	E
Professional Philosophy and Commitment	<ul style="list-style-type: none"> • Ability to reflect and question self. 	E
	<ul style="list-style-type: none"> • Clear philosophy of values driven primary education and its development. 	E
	<ul style="list-style-type: none"> • Knowledge of new initiatives in education and experience of having used these. 	D
	<ul style="list-style-type: none"> • Prepared to be involved in the whole life of the school. 	E
	<ul style="list-style-type: none"> • Understanding of and commitment to developing links between home, school, neighbouring schools and different communities (local, national and global). 	E
Other (Physical, mobility, local conditions)		
	<ul style="list-style-type: none"> • Willing to be deployed in different schools if needed (up to 45 minutes travelling distance from original base). 	E
	<ul style="list-style-type: none"> • Willing to work flexible hours to fulfil federation or school business, including evening meetings when required. 	E

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this. Candidates will be assessed against the job description and expertise profile from evidence provided in their application form, references and a selection process (including interview). Where criteria are to be identified through the Selection Process, this may involve written exercises, group discussions, presentations, interview etc.

To apply please send your completed application form (CVs will not be considered) to: recruitment@tmss.org.uk. We look forward to receiving your application.