



Class Teacher Application Pack



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Letter from Catherine 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.

Catherine Paine

CEO



Letter from Marion Drake, Headteacher, Tidemill Academy

Dear Candidate,

I am delighted that you have expressed an interest in the permanent Class Teacher role at Tidemill Academy.

I was privileged enough to be recruited as the new Headteacher in January 2022, having previously been a Headteacher and Executive Headteacher. The welcome I received from Tidemill staff, children and parents, as well as from the REAch2 Trust was like no other. Joining Tidemill Academy is truly like joining a family where everyone puts the children first and has their very best interests at heart.

All staff go over and above to ensure the children have THE very best learning experiences, not just academic but genuinely whole child learning experiences. We all share the highest expectations of our children in terms of learning and behaviour; we expect ALL children to succeed. Staff are innovative and enthusiastic. We provide excellent CPD opportunities and are the Lead Initial Teacher Training School in the REAch2 Trust.

This is a fantastic opportunity for a highly motivated teacher to join a creative and hard-working team and make a real difference to the lives of children. Please read this recruitment pack for further information about the school and the role. The role is suitable for either full time or part time working. The start date is January 2024 but an earlier start date could be negotiated for the right candidate.

If you would like to visit the school so you can see first hand our fantastic children, staff and facilities, or have a conversation with me before applying, please email admin@tidemillacademy.org or phone the school directly on 0208 692 3470.

I very much look forward to receiving your application.

Kind Regards,

Marion Drake

Headteacher, Tidemill Academy, REAch2 Academy Trust

Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

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

Salary: Main Pay Scale – UPS3, Inner London, £36,745 – £56,959

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 as the Lead school for 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 food and fruit, and vegetable 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. We have a very successful track record of supporting these pupils. 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 for Tidemill is clear; we believe that our children must have the best possible education in order to improve their life chances. This vision is met through our aims which are to:

- Equip children with the skills and attitudes needed to succeed in the 21st century
- Have high expectations of every child and value them as individuals
- Utilise creativity to promote life-long learning
- Celebrate diversity, challenge prejudice and bullying
- Provide a safe and supportive environment which empowers children to achieve their best
- Have strong, meaningful links with parents, carers and the local and global community

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 enjoys generous staff/pupil ratios with 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 (S&LRB). 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 the International Primary Curriculum, we have established a rich, relevant and purposeful educational experience that allows us to develop the whole child and meet 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 and 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 which have been above national for at least ten years.



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, through the formal structures of the School Council but also through the Pupil Advocates and 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!



Academy Status

In September 2011, we became one of the first primary convertor Academies in London. We still have National Pay and Conditions, the same working hours and the same holidays and professional development days.....but now have links with schools in our local area as well as having a national network through joining REAch2, the largest primary only academy chain in the country. This has allowed us to develop positive networks with other schools and partners who support and challenge us. We work particularly closely with our cluster group made up of seven schools. Tidemill still has our own individuality, allowing us to meet the needs of our children locally, as well as having the benefit of working with the wider Trust.

The Future

These are exciting times for Tidemill and we are looking for an exceptional Learning Support Assistant to join our vibrant team.



Tidemill is a busy, innovative school which has always worked flexibly with positions and start dates to secure the right staff. Please feel free to speak with the Headteacher if you would like to discuss the start date or just to get a feel for whether the school is the right place for you.

The application

You are invited to submit an application form to Lisa Turner, Office Manager, lisa.turner@tidemillacademy.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](#) separately.

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

To arrange an informal discussion, please contact Lisa Turner, Office Manager, lisa.turner@tidemillacademy.org.

The application process and timetable

Application deadline:	Monday 27th November 2023, 9am
School visits:	By arrangement; please telephone 020 8692 3470
Interviews:	Thursday 30th November 2023
Contract details:	Permanent
Salary:	Main Pay Scale – UPS3, Inner London, £36,745 – £56,959
Start date:	January 2024.

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

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](#).

Job Description

Post:	Class Teacher
Salary:	Main Pay Scale – UPS3, Inner London, £36,745 – £56,959
Responsible to:	Phase Leader / Senior Leadership Team
Contract:	Permanent

Each class teacher is responsible for carrying out the duties of a teacher as set out in the current copy of The School Teachers' Pay and Conditions Document. This job description may be modified by the Headteacher, with agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Core Purpose

- Teach a class of pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs, to enable them to reach their full potential.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors.
- Ensure that the current national conditions of employment for school teachers are met.

Responsibilities

- Implement agreed school policies and guidelines.
- Support initiatives decided by the headteacher and staff.
- Plan appropriately to meet the needs of all pupils, through differentiation of tasks/having the highest expectation of every child, believing that every learner has unlimited potential for development.
- Plan and deliver a progressive curriculum within the framework of present school policies, both in short and long term planning structures.
- Set clear targets, based on prior attainment, for pupils' learning.
- Plan and resource a classroom which will encourage the development of all aspects of children's learning. In particular, to encourage children's independent use of resources and involvement in their learning.
- Provide a stimulating and purposeful learning environment, where resources can be accessed appropriately by all pupils.
- Monitor children's progress, keep records and evaluate children's achievements.

- Set children high standards in the content and presentation of their work by the quality of your displays of that work.
- Establish and maintain good relationships with colleagues, working as part of a team in all aspects of school improvement.
- Maintain good order and discipline amongst pupils, in accordance with the school's Positive Behaviour policy.
- Work in partnership with parents and carers in providing a quality education for all children and report to parents on the development, progress and attainment of pupils.
- Participate in meetings which relate to the school's leadership and management, curriculum, assessment, administration or organisation.
- Communicate and co-operate with specialists from outside agencies.
- Lead, organise and direct support staff.
- Lead a curriculum area or aspect.
- Play a full part in the life of the school community.
- Participate in the appraisal system for the appraisal of your own performance & that of other staff.
- Improve practice by taking an active role in your own professional development and the professional development of colleagues.

DEVELOP PERSONALLY AND PROFESSIONALLY

- Reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.

CONDITIONS OF SERVICE

Governed by the National Agreement on Teachers' Pay and Conditions and supplemented by local REAch2 and school conditions.

EQUAL OPPORTUNITY

The post holder will be expected to carry out all duties in the context of and in compliance with the Trust's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

Person Specification

The person specification is a picture of the skills; knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the shortlisting and interview process for the post. If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please say this in your application. If you meet all the other criteria you will be shortlisted and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements. Those categories marked '*' will be used especially for the purposes of shortlisting.

	Essential	Desirable
Right to work in the UK	*	
Knowledge/Qualifications and experience		
Qualified Teacher Status.	*	
Evidence of continuing and recent professional development relevant to the post.	*	
Skills , abilities and personal attributes		
Successful experience of teaching in two or more key stages.	*	
Proven record of raising standards for all pupils, including underachieving pupils.	*	
Experience of promoting positive behaviour conducive to learning, focused on raising standards.	*	
Insight and understanding of the importance of an engaging, relevant and creative curriculum that inspires and motivates learners to make progress and achieve high standards.	*	
The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress.	*	
Understanding of a diverse range of teaching and learning styles and techniques.	*	
Good understanding of the importance of culture and ethos and how this impacts on morale, high expectations and high standards.	*	
Good understanding of the role of parents and the community in school improvement and how this can be practised and developed.	*	

Clear understanding of data analysis and the important impact this can have on achievement and attainment.	*	
Ability and willingness to promote the school's aims and the positive culture and ethos.	*	
Ability to develop good personal relationships within a team; making an effective contribution to high morale.	*	
Highly effective communicator (both orally and in writing) within and between teams and other stakeholders in the school community.	*	
Ability to create a happy, challenging and effective learning environment.	*	
Boundless enthusiasm, determination and drive to inspire others to achieve high standards.	*	
Self-motivated and resilient to the pressures of teaching and leadership.	*	
A solution-focussed mind-set and determined "no-excuses" approach to raising standards.	*	
A personable nature to build effective relationships with parents and all members of the school community.	*	
A lively, creative and good-humoured approach to all aspects of teaching, management and leadership.	*	