



BARKING ABBEY SCHOOL

GENERAL CLASSROOM TEACHER QUALIFIED / UNQUALIFIED

RECRUITMENT PACK



BELONG
BARKING

ASPIRE
ABBEEY

SUCCEED
SCHOOL

GIVE

AND

EXPECT

THE

BEST



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Headteacher's Welcome

Welcome to Barking Abbey school and thank you for expressing an interest in applying for the position of General Classroom Teacher.

For me there are three simple things that I want us to achieve at Barking Abbey school.

First, our motto 'Give and Expect the best' leads us to want to be the best in everything we do. We have some of the best results in the area, we have pupils at the best universities, we have the most pupils on apprenticeships in the entire country, we have basketball players in the best leagues and so much more. We have all of this because we push our pupils and each other to excel. All of us try to be our best every day.

Second, I firmly believe that if you can't see it you can't be it. We want to give our pupils the chance to see successful people of every religion, colour and background whilst they are at school. Whatever their dreams we want to support them and provide the networks and contacts to help them to achieve.

Finally, we want our pupils to have a voice in the world. To be confident enough to express their views and also to have the knowledge to be able to make an effective contribution. The more you know the more powerful you can be in the world.

Sir Tim Brighouse said "If a teacher makes the weather the school creates the climate." and I firmly believe this. It is our role as a leadership team to create the best possible learning environment for our teachers to teach in. In return we expect the best possible teaching from them and our results show this over time. We have created systems and structures that support high quality learning, whilst minimising workload and maximising impact.

Our recent Ofsted report indicated that the school could be judged outstanding and so we are expecting them back to confirm this view. The report states; "Pupils learn and achieve very well. Pupils across both sites are happy and safe at Barking Abbey School. Pupils are motivated to work hard and enjoy positive working relationships with staff. Students new to the sixth form commented on how welcoming, inclusive and diverse the community is. Teachers feel listened to and well supported." (Ofsted, December 2022)

If you share our ethos and values and absolutely believe in the potential of all young people then we can offer you the chance to make a difference and change our community for the better, and look forward to receiving your application form and welcoming you to our school.



Tony Roe
Headteacher

The Recruitment Process

We are proud of our school, the staff and students and in normal times we would warmly welcome prospective applicants to visit us prior to application to learn more about the role and view the School in action.

All interested applicants must complete the online application form on the TES website.

The interview process will be organised to provide a range of assessment tasks and opportunities for candidates to find out more about the school and demonstrate their ability to fulfil the role.

Key Dates

Closing Date for Applications Wednesday 20th September 2023

Interviews week commencing To be confirmed

Please note all dates are subject to change.

To arrange your visit please email: jobs@barkingabbeysschool.co.uk

Completed applications should be sent to: jobs@barkingabbeysschool.co.uk



Advertisement

General Classroom Teacher Qualified or Unqualified Teacher

One year FTC

Commencing: As soon as possible

Salary Scale: UQT/MPS/UPS

**Are you passionate about helping every child succeed and improve their life chances?
Are you prepared to work collaboratively for the benefit of young people?**

Why not apply to join us?

This is an exciting opportunity to join our school and become an integral part of our team, developing further your subject specialism through being attached to a department, but also having the opportunity to work across the school with variety in your daily duties.

There is a comprehensive induction programme and excellent opportunities for high quality CPD. Applications are also welcome from Newly Qualified Teachers for whom the School has a well-developed support programme.

The role is demanding, but the rewards are high with the opportunity to work with and help shape our amazing students' futures. Our students are overwhelmingly polite, respectful, considerate and have a fantastic thirst for learning. They uphold our school motto to Give and Expect the Best each and every day and they in return need the very best.

The successful candidate will have:

- The ability to motivate students and deliver excellent lessons.
- A commitment to Barking Abbey's high expectations and ethos.
- Strong subject knowledge across a range of subjects.
- A desire to work collaboratively and to make a real contribution to the progress of our students.
- The ability to enthuse all young people.
- Excellent interpersonal skills with the ability to establish strong relationships with all stakeholders.
- Self-motivation and be committed to further professional development.

Barking Abbey is a heavily over-subscribed dual campus secondary school in the London Borough of Barking and Dagenham, with a well-deserved reputation for academic excellence and a supportive professional environment.

The school is located less than 10 minutes walk from Upney tube and 15 minutes from Barking mainline station.

Barking Abbey celebrates its diversity, and we positively welcome applications from all sections of the community. If you are interested in making a difference in young people's lives whatever your background or

history please apply.

In return we offer:

- A supportive and encouraging staff team
- The opportunity to access a wide range of CPD opportunities within and beyond school
- A school which understands the importance of staff well-being and workload management
- A positive ethos with excellent behaviour reinforced by highly visible SLT and centralised behaviour systems

“Pupils learn and achieve very well... Pupils across both sites are happy and safe at Barking Abbey School... Pupils are motivated to work hard and enjoy positive working relationships with staff... Students new to the Sixth Form commented on how welcoming, inclusive and diverse the community is... Leaders prioritise aspiration and ambition.” (Ofsted, December 2022)

Please click here to find out more information about what it is like to work at Barking Abbey:

<https://www.barkingabbeyschool.co.uk/home/join-us/staff-vacancies/>

To find out more about how teachers can secure rented accommodation at a discounted rate of 20% please contact: info@bdsip.co.uk

Barking Abbey is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants.

Online searches may be conducted for all shortlisted candidates and will be conducted for all successful candidates as part of our due diligence checks.



Job Description

Job Title	General Classroom Teacher
Grade	Main Scale Teacher or Unqualified Teacher
Department	Dependent on timetable and candidates subject specialisation
Location	Sandringham & Longbridge Campus
Line Manager	Relevant HOD

PURPOSE OF THE ROLE

- To teach lessons in the classroom including the supervision of whole classes during the short term and long term absence of teachers. Classes will include a variety of subjects.
- To deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

THE FOLLOWING INDICATE SOME OF THE PRINCIPAL TASKS AND RESPONSIBILITIES:

TEACHING SUPERVISION

- Undertake sole responsibility for classes of up to 30 students.
- Supervise classes that have a range of abilities, adjusting work to suit the needs of the students.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Undertake planned supervision of pupils learning activities.
- If required, supervise students in Internal Exclusion, ensuring procedures are followed.
- Establish productive, positive, engaging working relationships with pupils, acting as a role model and setting high expectations.
- Apply effective use of time during lesson ensuring lesson objectives completed.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Contribute to reviews of systems/ records as requested.
- Supervise pupils on visits, trips and out of school activities as required.

OPERATIONAL/STRATEGIC PLANNING

- To plan and prepare courses and lessons for a specified subject.
- To contribute to the whole school's planning activities.

STAFFING

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.

- To engage actively in the Appraisal Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

QUALITY ASSURANCE

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

MANAGEMENT INFORMATION

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

COMMUNICATIONS & LIAISON

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

MANAGEMENT OF RESOURCES

- To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

PASTORAL SYSTEM

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students.
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To apply the Behaviour Management systems so that effective learning can take place.

HEALTH AND WELL-BEING

- To ensure staff know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- To ensure staff know the local arrangements concerning the safeguarding of children and young people and know how to identify potential child abuse or neglect and follow safeguarding procedures.
- To ensure staff know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

SCHOOL ETHOS

- To play a full part in the life of the school community, to support its distinctive ethos and vision, 'Ours' is a school where everyone gives and expects the best and everyone can say, "I belong" and to encourage and ensure staff and students follow this example.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety and safe-guarding policies and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibility of the post, each individual task undertaken may not be identified.

The above mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Head Teacher within the grading level of the post and the competence of the post holder.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



Person Specification

Knowledge & Skills	Criteria	Essential	Desirable	Assessment Method		
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	Good teaching experience	✓		✓	✓	✓
	Good classroom management skills and rapport with pupils	✓		✓	✓	✓
	A strong, dynamic character		✓		✓	
	Good communication and inter-personal skills	✓			✓	
	Demonstrate the ability to enthuse and encourage others	✓			✓	✓
Qualifications	A good standard of general education	✓		✓		
	Good Honours Degree	✓		✓		
	A recognised teaching qualification, such as a PGCE		✓	✓		
Experience	Have high personal and professional standards and well-developed pastoral skills and instincts	✓			✓	
	Work well in a team.	✓		✓	✓	
	Demonstrate the ability to enthuse and encourage others	✓			✓	
	Flexible, motivated, able to work unsupervised and an ability to deal with unpredictable situations	✓		✓	✓	
Attitude & Personal Qualities	Tact, discretion and listens whilst maintaining confidentiality	✓			✓	
	Willingness to take part in the wider life of the School	✓		✓	✓	
	Commitment to safeguarding and promoting the welfare of children and young people	✓		✓	✓	
	Motivation to work with children and young people	✓		✓	✓	
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓			✓	
	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	✓			✓	
	Honesty and Integrity	✓		✓	✓	
	Ability to demonstrate an awareness of equality and diversity and to promote these through working practices.	✓		✓	✓	

Our Ethos and Values

BRAVERY **E**XCELLENCE **S**ELF-DISCIPLINE **T**EAM-BA

The Barking Abbey way is to give and expect the **BEST**.

We asked pupils to select three words that describe Barking Abbey to them. The most popular responses became the core values of our school.

BELONG
BARKING

ASPIRE
ABBNEY

SUCCEED
SCHOOL

Our vision is to provide a happy, caring and stimulating environment where all students will recognise and be given opportunities to maximise their potential – academically, spiritually and socially - and ensure that they are well equipped to meet the challenges of education, work and life.

Barking Abbey aspires to:

- Develop confident, articulate, assertive young people.
- Foster well-rounded, empowered, resilient, independent young people.
- Nurture young people who will go out and change the world for the better.
- Enhance opportunities through creating an inspirational learning environment where all students aspire to achieve their potential - ensuring that no student is left behind.
- Raise aspirations – giving students the necessary tools to explore and be who they want to be.
- Encourage individuals to be adaptable, aspirational and unafraid to question and evaluate.
- Engender a sense of belonging, and of pride in the school, themselves and their wider community.

Barking Abbey is a heavily over-subscribed split site secondary school in the London Borough of Barking and Dagenham, and has a well-deserved reputation for its friendly and supportive atmosphere and its excellent academic achievements. With a large KS5 provision and an Additional Resourced Provision (ARP) on both of our campuses, the school provides a varied role for the right individual.



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 Sandringham Road
 Barking
 Essex
 IG11 9AG

Longbridge Campus
 Longbridge Road
 Barking
 Essex
 IG11 8UF

www.barkingabbeysschool.co.uk

