

KING CHARLES I SCHOOL

CANDIDATE PACK



**KING CHARLES I
SCHOOL**

PART OF FOUR STONES GATEWAY



**ACHIEVING
TOGETHER**

A WELCOME FROM OUR HEADTEACHER

Dear Candidate

Thank you for downloading this candidate pack and for taking the time to consider working for our school and Trust in the advertised position.

I am very proud to be the Headteacher of a School that is determined to make a positive difference to the future of our students, the careers and lives of our staff, as well as contributing to the wider and local community.

As a school, we ask that our staff give 100% and in return, we ask our students to also give 100%. This means being ambitious in our thinking, hardworking, and resilient.

Our culture means challenging and supporting both staff and students alike to achieve their best. Like any good family or team, it is believing in them enough to never lower our expectations.

We looking for individuals who believe that education is a right and not a privilege and know that they can make a difference to our students and our community.

Successful schools are built on communication and teamwork and so we are looking for candidates who are strong communicators, articulate, confident and thrive on being part of a team.

The person description and job description provides more detailed information of the role and the person we are looking for, but in essence we are looking to appoint someone who is passionate about their area of expertise, is reflective and always strives to be better as well as being someone who embodies our four school values of ambition, commitment, creativity and integrity.

The students at King Charles I School deserve the very best teachers, leaders and support staff and therefore we are looking for an exceptional candidate for this key post to join our family. I encourage you to visit our school, meet our students and staff and see the school in action.

I look forward to meeting you and receiving your application.



Ruth Allen,
Headteacher, King Charles I School

THE TRUST

King Charles I School I is part of Four Stones Gateway Trust (The Trust) who are a family of like-minded schools, that collaborate to provide mutual support, share their good practice, and learn from each other to achieve our core purpose: to provide excellence and opportunity for all.

Our Trust consists of four secondary schools and three primary schools across Worcestershire and Shropshire – a Teaching School Hub, a Maths Hub, and a SCITT (School Centred Initial Teacher Training).and we have plans for further growth. As a team, our work is underpinned by our four core values: Ambition, Commitment, Creativity and Integrity – these values act as an inseparable thread woven into the fibre of our organisation, strengthening our efforts to achieve our Trust Dividend.

WE ARE AMBITIOUS FOR OURSELVES AND OUR STUDENTS

We set high expectations and standards and strive to achieve excellence in all that we do. We are unashamedly ambitious for the students we serve. We want to provide access to opportunities within the classroom and beyond. We will continue to strive to be the best we can be.

WE ARE COMMITTED TO BEING THE BEST WE CAN BE

We consistently deliver on expectations and go the extra mile to get the job done, approaching everything with a "can do attitude". We constantly look to improve ourselves and our service, cultivating our knowledge, skill, and attitudes to achieve excellence

KNOWLEDGE AND LITERACY MAKE CREATIVITY POSSIBLE

Our schools, where students develop the literacy skills on which all further learning depends, cultivate creativity by providing a broad base of academic knowledge that students need to be properly creative. The knowledge we deliver is powerful in that it changes students' perceptions, values and understanding. It encourages students to ask new questions and explore alternate explanations

INTEGRITY IS ABOUT DOING THE RIGHT THING

We treat others with respect and honesty. We take care of our environment and utilise knowledge and understanding wisely. We nurture our students so that they become young adults of principle and character who support each other in their quest for excellence.

We are committed to delivering research-informed education across our Trust, where evidence-based practice drives teaching, learning and leadership. Our schools foster creativity, curiosity and high expectations, underpinned by a strong culture of professional development that offers clear career pathways and leadership opportunities for staff at all levels. We work in close partnership with local organisations, universities and national networks to influence educational excellence beyond our own schools, and through these collaborations, we craft meaningful opportunities for every student to thrive – academically, socially and personally – regardless of their background or starting point.

Whilst our core purpose is the same in all our schools, we acknowledge and celebrate the differences and uniqueness in each school's community. Therefore, our Trust's approach is two-fold: we work closely in supporting schools where centralised systems and services enable leaders to focus their attention on the biggest levers at local level. In contrast, our support is more facilitative and bespoke where local context is key in determining the strategy. Ultimately, our students deserve the best and we do this most effectively by knowing our schools well and working together.

THE TRUST

As part of our Trust Development, we have the following aims which we call our Trust Dividend

Our approach to academic and personal excellence



We are research-based, we base our practices on what is proven to work.



Our curriculum is forensically researched, planned and thought through so that our students are equipped with the knowledge they need to be successful in examinations and adult life.



Our approach to literacy is outstanding and changes students' lives and access to education.



We have the best personal development programme as an entitlement for all students.



We have partnerships with outstanding provision eg music, sport, professional bodies, business and universities.

Our strong shared services and expertise



We integrate our SCITT/Teaching School Hub into the work of the Trust. This helps recruitment, contributes to our CPD programmes and provides opportunities for diversification and networking.



Our strong, central services ensure leaders have the capacity to drive school improvement. We are experts in our management of finance, estates, HR, ICT and governance.

Our reciprocal people pledge



We are kind and driven; the two are not incompatible.



Our values are at the heart of all that we do - influencing our culture and our students' beliefs and actions.



Our differences are a strength as schools; our context diversity influences our practice and ability to deliver school improvement.



Teachers can teach, learners can learn because we create school cultures with high expectations of behaviour and conduct where learning is sacrosanct.



We grow our own future leaders at all levels: we have high-quality CPD. We care about staff development, no matter the pay grade or position.

OUR OFFER TO STAFF

We understand that happy, well-motivated and well-trained staff make the most effective teachers, leaders and support staff.

Our jobs are demanding, and we are therefore always striving to remove barriers and find ways to make life that little bit easier.

Whether that's making sure that you have time for a cup of tea during the day or ensuring that you have access to the best professional development- it all counts! We want you to enjoy your time at school and thrive professionally.

We understand that working in our trust is only one part of your life and we recognise that balancing the needs of work and your needs, or the needs of others outside of work, can be difficult at times. Working more flexibly can help you achieve a better balance. That why we are constantly reviewing our already extensive family friendly policies so that we can do our best to accommodate you where possible when you need it.

When working for us you can expect access to an excellent package of staff benefits, which includes:



Pension

Access to teachers' or local government pension schemes.



Flu Jab

Take a free annual flu jab each year.



Assistance Programme

Access to our employee assistance programme scheme.



Cycle to work

Help the environment with our cycle to work schemes.



Discounts

Take advantage of our lifestyle discount schemes.



Special Leave

Access to a range of paid special leave provisions to help with life's emergencies, unpredictable events and significant occasions.



OUR OFFER TO STAFF

But here are some of the established practices which we believe makes our Trust an excellent place to work:

- A strong commitment to professional development and growth: we offer access to recognised, accredited training and leadership courses such as the National Professional Qualifications
- Opportunities for promotion: we focus on growing and developing our staff through succession planning and by providing opportunities for promotion from within our school
- Ringfenced mock-marking time: each December, we have a Trust-wide TED which gives teaching teams dedicated time to the marking and moderation of Year 11 mock examinations
- Designated buddies: we ensure that staff always have someone to work alongside in order to soundboard, discuss ideas and solutions, have their thinking challenged and to challenge the thinking of others
- A work life balance: we do not expect our staff to answer out of hours emails and we discourage the use of personal mobile phones to retrieve and respond to emails.
- Refreshments: on training days, parents' evenings and other evening events, food is always provided
- Admin support: we lighten the load of our middle leaders by providing admin support throughout the year so that they can focus their time and energy on strategy and the biggest levers to develop practice.
- A focus on wellbeing: in each of our schools, a member of the senior leadership team is in charge of wellbeing and workload to evaluate our practices and provide essential support to all staff



HOW TO APPLY

Informal and exploratory conversations are welcomed and encouraged. We would ask that you make contact with King Charles I School to discuss the post in confidence and arrange a visit to the school.

Should you wish to discuss the post or arrange a visit to the school please contact Steph Moore (People Admin Manager) smoore@smoore@fourstonesgateway.org.uk

Please note the closing date for this position is xxxxxxxxxx and interviews will be held w/c xxxxxxxxxxxx

You are invited to submit an application form to Four Stones Gateway, People Team using recruitment@fourstonesgateway.org.uk

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

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. All voluntary posts are subject to an enhanced DBS check.



OUR SCHOOLS



THE ROLE

Job title: Teacher of Science
Salary: MPS/UPS Suitable for ECT's
Job Location: King Charles I School

Teacher-Job description

All teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for Management time, Working time and Guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

A teacher may be required to undertake the following duties:

Teaching

50.2 Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.

50.3 Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.

50.4 Participate in arrangements for preparing students for external examinations.

Whole school organisation, strategy and development

50.5 Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

50.6 Work with others on curriculum and/or student development to secure co-ordinated outcomes.

50.7 Subject to paragraph 52.7 (see below) supervise and so far as practicable teach any students where the person timetabled to take the class is not available to do so.

Cover

52.7 Teachers should be required to provide cover in accordance with paragraph 50.7 only rarely, and only in circumstances that are not foreseeable (this does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover).

Health, safety and discipline

50.8 Promote the safety and well-being of students.

50.9 Maintain good order and discipline among students.

Management of staff and resources

50.10 Direct and supervise support staff assigned to them and, where appropriate, other teachers.

50.11 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

50.12 Deploy resources delegated to them.

Professional development

50.13 Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

50.14 Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

50.15 Communicate with students, parents and carers.

Working with colleagues and other relevant professionals

50.16 Collaborate and work with colleagues and other relevant professionals within and beyond the school.

This job description outlines the main responsibilities and standards that are common to all teachers.

General Responsibilities

All teachers should:

- ☑ Be aware of and play an appropriate part in implementation of all school policies.
 - ☑ Be responsible for the safeguarding and welfare of the students in the school.
 - ☑ Undertake the role of a form tutor.
 - ☑ Participate in appropriate meetings with colleagues and parents/carers.
 - ☑ Carry out a share of supervisory duties in accordance with published rosters.
 - ☑ Set and keep high standards of punctuality and courtesy.
 - ☑ Attend assemblies and other formal occasions as required.
- Participate in the appraisal process according to agreed procedures.

Teachers on the upper pay range are required to meet the criteria set out in the School Teachers' Pay and Conditions Document, namely that: the teacher is highly competent in all elements of the relevant standards; and the teacher's achievements and contribution to the school are substantial and sustained.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Honours Degree • DfE recognised Qualified Teacher Status • Evidence of continuing professional development • Evidence of keeping up to date with educational thinking and knowledge 	
Key Knowledge/ Experience	<ul style="list-style-type: none"> • Suitability to work with young children • Able to form and maintain appropriate relationships and personal boundaries with children and young people • Positive attitude to use of authority and maintaining discipline • Experience of teaching across the full age and ability range of a secondary school • A record of high quality classroom teaching 	<ul style="list-style-type: none"> • Experience of teaching across the full age and ability range of a secondary school • Experience of using a range of strategies to support the teaching and learning of SEND and gifted and talented students • Experience as a form tutor • Proven record as a teacher whose students reach high standards of learning and achievement
Personal Qualities	<ul style="list-style-type: none"> • A capacity for hard work • A fair, flexible, open and decisive approach to leadership in the classroom • Enthusiasm for, and readiness to accept, change • A commitment to justice, quality of opportunity and to comprehensive education • Ability to work on own initiative • Ability to take responsibility for planning own workload and commitments • Ability to work under pressure and keep to deadlines • Ability to be sensitive to the needs of others • Ability to be supportive • Professionalism • A sense of humour, warmth, energy, stamina and resilience • Good record of attendance and punctuality • Willingness to reflect upon his/her experiences in a critical and constructive manner 	

SPECIFICATION

Skills and Abilities	<ul style="list-style-type: none">• Commitment to improving student learning and raising achievement• Enthusiasm to inspire in students a desire to learn and participate• Knowledge and understanding of recent legislation, development and initiatives in secondary education• Knowledge of the curriculum at KS2, 3 and 4• An understanding of the use and potential of ICT to develop learning• An excellent classroom practitioner• An effective communicator and motivator of students• Good ICT skills• Ability to enable and empower others.• A team player with the ability to establish good working relationships with staff, students and parents/carers.• The ability to communicate clearly and concisely both verbally and in writing at all levels.• The ability to support students and respond to parents/carers through fluent and accurately spoken English.	<ul style="list-style-type: none">• Knowledge of the curriculum at KS5• An understanding of the whole range of learning needs• An understanding of the use of comparative data and target setting
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FOUR STONES GATEWAY TRUST

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www.fourstonesgateway.org.uk