

KS3 Intervention Teacher, Maternity Cover

Conyers School

Candidate Information Pack

Closing Date: Friday 11 October 2024



About The 1590 Trust

The 1590 Trust is a multi-academy trust of seven schools, serving the Stockton-on-Tees area. There are strong links between all seven schools and a shared set of values and ethos. Together we feel we can do more for our local communities, students, pupils, parents and staff.

The history of The 1590 Trust:

Conyers School was first founded in 1590 to serve the community of Yarm and surrounding areas. It has a long and rich tradition of providing a first class education and playing a full role in the wider life of the town.

Conyers Trust was created on 1st November 2016, changing from an Academy Trust founded in 2013 to a Multi Academy Trust (MAT). Multi-academy trusts have different governance arrangements because they are established to oversee and manage more than one academy.

The Trust expanded during 2018 with local primary schools Kirklevington and Layfield joining with Conyers School and Bader Primary school. Levensdale Primary and Bewley Primary joined the Trust in 2019 and Whitehouse Primary School came on board in April 2024.

With the expansion of the Trust, the Trustees felt it was appropriate to have a new name to reflect the changes. Inspired by the first school in Stockton, the Trust changed its name to The 1590 Trust in September 2018.



Head of School
Chris Coleman
Location
Yarm



Headteacher
David Hodgson
Location
Thornaby



Head of School
Sheona Clift
Location
Billingham



Head of School
Louise Peacock
Location
Kirklevington



Headteacher
Helen Owen
Location
Yarm



Headteacher
Joanne Lewis
Location
Yarm



Headteacher
Jane Eyre
Location
Stockton-on-Tees

Welcome from the CEO

I am immensely proud to be Chief Executive of The 1590 Trust.

We are a Trust based in Stockton-on-Tees and provide opportunities for children and young people to reach their full potential, whatever their starting point. We know that this is best achieved in encouraging environments where mutual and self-respect is promoted. We want to grow confident young people able to work independently and think creatively in a fast-changing world.

We have high expectations for everyone, aspiring to excellence in teaching and achieving impressive standards is all areas of school life. Success beyond the classroom in sport and the arts are features of life across our Trust.

For our staff we provide positive working environments, a commitment to the highest quality professional development, opportunities to collaborate to create excellence and encouragement to forge career success.

Trustees, governors and leaders collaborate closely to ensure excellence in all aspects of The 1590 Trust. We welcome the opportunity to engage and partner with schools as our Trust grows and develops. Our aims are to strengthen and secure existing structures, deliver successful outcomes and further expand welcoming schools who share our vision to join us.

Our schools;

are safe, secure, happy and caring

promote inclusion and tolerance, and celebrate diversity

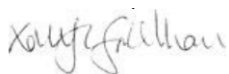
develop independent, resilient, motivated learners

foster enthusiasm, positivity and mutual respect

work collaboratively and sit at the heart of their communities

set high expectations and challenge all to achieve their potential

Progress, standards and outcomes will be high.



Louise Spellman



Life at Conyers

The school is very well equipped with teaching organised into specialist subject areas. All teachers, teaching assistants and year managers are provided with iPads to enhance the learning experience for students and to ensure systems and processes run smoothly. The 'iPad for Learning' scheme means that all students have a tablet enabling them to access the widest range of resources and ensuring teaching and learning is vibrant, purposeful and engaging. This provision enabled us to deliver a virtual school learning experience during the Covid-19 pandemic that achieved national recognition.

We are very proud of our programme of extra-curricular activities. The range of experiences offered means there is something for everyone; sport, music, Duke of Edinburgh, the school show, student leadership, debating clubs, trips and visits, the list is endless. Within these fields, levels of participation are high, standards of excellence are achieved and all of this is made possible by the staff who give willingly of their time and the students who demonstrate real enthusiasm.

What we can offer you:

As a school, we believe in the development of our employees, as they are our most valuable resource. We aim to recruit, train and retain the very best teachers to provide the very best experience for every student. We therefore have a comprehensive CPD programme and numerous opportunities for professional development with a particular emphasis on the development of leadership skills at every career stage. We are also very fortunate to have two training rooms and SWIVL video technology to enable our teachers to develop their craft. Our staff are forward thinking and have regular opportunities to engage in action research and share best practice. We take employee wellbeing seriously and this is reflected in the way we treat our staff. We offer a positive, transparent and supportive working culture.



Living in the North East



The Tees Valley area boasts excellent transport links meaning we attract colleagues from a variety of different locations to work each day. The historic cities of Durham and York are within easy reach and the Tees Valley is conveniently positioned for easy access to both the coast and the North York Moors National Park. The close proximity to Teesside Airport means you are only a short flight away from an international gateway.



The area is well served with facilities for entertainment and leisure, be it Michelin star restaurants, vibrant nightlife or the abundance of sports and leisure facilities such as the Tees Barrage or Riverside Stadium, the opportunities are endless! Outdoor activities are a key part of life in Teesside and we are home to some of the best locations for adventures be it the surfing in the waters at Saltburn or a hike up Roseberry Topping.



The wider region boasts excellent quality housing and is one of the most affordable places to live within the UK. The average house price within Teesside (2021) was £158,412 in comparison to the UK average of £268,349. The many towns and villages that make up Teesside, each offer a unique living experience - there genuinely is somewhere for everyone.



Most importantly, the community we serve are known for their warmth and hospitality and you will always find a friendly face wherever you go!



KS3 Intervention Teacher, Maternity Cover

Salary: MPS/UPS

Closing Date: Friday 11 October 2024

Contract Details

Maternity leave cover from January 2025

32.5 hours per week

Maternity leave cover from January 2025, 32.5 hours Monday - Friday.

Temporary for 1 year for maternity cover or the day preceding the return of the substantive post holder whichever is sooner.

We seek to appoint an outstanding KS2 - KS3 practitioner who has enthusiasm, energy and commitment to teach our KS3 students in smaller group provision which caters for students working below age related expectations in both English and maths.

The small group provision is a blended curriculum allowing students to follow broadly the topics and themes of our KS3 curriculum but with adapted learning and activities which allow students to progress from their individual starting points. There is a strong focus on literacy and numeracy skills, and we are developing our preparing for adult strand to ensure that students are ready for their next steps when they leave us. We are highly aspirational for the students who access this provision and determined that they will leave us with the skills and experiences that they need to be successful as young adults in Post 16 education.

This provision is currently delivered by a primary specialist who leads on the provision. The role also involves the leading on transition, working with primary colleagues to ensure students have a smooth transition into secondary school. The current post holder is a trained Thrive Practitioner and leads these sessions with students who benefit from additional support.

Applications are invited from inspirational teachers who can demonstrate:

- Enthusiasm, vision, drive and commitment
- A passion for developing student engagement and educational progress
- An innovative approach to teaching and learning and model excellence in the classroom
- Be proficient in planning, assessment and target setting so that all children make good or better progress
- An ability to motivate and inspire students to achieve their full potential
- The skills to make a significant impact on raising the quality of teaching and learning
- Commitment to raising achievement and standards
- A relevant teaching qualification and QTS
- Recent experience / knowledge of teaching at Key Stages 2 and/or 3 within the UK National Curriculum.

- An ability to work colleagues across phases
- An effective communicator with partners and carers.

More Information Obtainable

If you have the skills and commitment to contribute to Conyers School, please see our website, www.conyers.org.uk to download an application pack. Application forms should be submitted to snicholson@conyers.org.uk contact details 01642 783253 ext. 1002

Feedback will only be given to shortlisted candidates.

Job Description

Post title:	Intervention teacher of KS3
Purpose:	<ul style="list-style-type: none"> • 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 as a teacher. • 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 and progress with a focus on English and maths • To share and support the school's responsibility to provide and monitor opportunities for spiritual, personal and academic growth.
Responsible for:	The provision of a full learning experience and support for students and the transition from KS2 to KS3.
Liaising with:	Head of School Deputy Head of School, Assistant Headteachers, SENDCO, teaching/support staff, external agencies (including primary colleagues) and parents.
Working time:	Full time – 52.143 weeks per year
Salary/grade:	MPS / UPS
Main Duties	
Operational and strategic planning	<ul style="list-style-type: none"> • To assist or lead in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies for a KS2-KS3 transition class. • To plan, prepare and deliver courses and lessons. • To ensure that all work undertaken fully reflects the school's ethos. • To use data on pupil performance to inform target setting, identify underachieving pupils, implement targeted intervention and monitor the progress. • To support the school monitoring procedures. • To support the review of teaching strategies and programmes of work. • To attend all department and staff meetings. • To support the transition programme

Teaching and learning

- Promote the school's ethos and development of individual students.
- To monitor and support the overall progress and development of students within the department.
- To monitor students' attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To ensure the behaviour management system is implemented in the department so that effective learning can take place.
- To promote the general progress and well-being of individual students and tutor group
- Liaise with the year managers and KS3 pastoral leader and send department to ensure the implementation of the school's pastoral system.
- To register students, and encourage their full attendance to all lessons and registration periods.
- Evaluate and monitor the progress of students and keep up-to-date student records as required.
- To alert appropriate staff to problems experienced by students.
- 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 contribute to the pastoral programme, citizenship and enterprise, according to school policy.
- Play a full part in the life of the school community, upholding its values and setting a professional example at all times.
- Actively promote all of the school's policies.
- Comply with the school's health and safety policies and undertake risk assessments as appropriate.

Person Specification

Category	Essential	Desirable	Where identified
Application	<ul style="list-style-type: none"> Fully supported in reference Well-structured supporting letter 		<ul style="list-style-type: none"> Application form Reference
Qualifications	<ul style="list-style-type: none"> Degree qualification Qualified teacher status 		<ul style="list-style-type: none"> Application form
Training	<ul style="list-style-type: none"> Evidence of regular participation in continuing professional development 		<ul style="list-style-type: none"> Application form Interview
Experience & knowledge	<ul style="list-style-type: none"> Ability to demonstrate high standards of theory and practical lessons Experience of teaching in KS2 and/or KS3 Experience of making a significant impact upon children's learning and progress in English and maths Experience of tracking, monitoring and assessing pupils to support progression for all learners 	<ul style="list-style-type: none"> Experience of working with parents and outside agencies Experience of providing pastoral support for vulnerable learners A thorough and up to date knowledge of teaching and wider curriculum developments Ability to demonstrate high standards of classroom practice, particularly in KS2 and 3 	<ul style="list-style-type: none"> Application form References Interview
Skills	<ul style="list-style-type: none"> Able to demonstrate an understanding of lesson planning, delivery and assessment to support progression for all learners High quality and reflective practitioner Ability to utilise a range of teaching styles and strategies to 	<ul style="list-style-type: none"> Ability to enhance the practice of others and work as part of a team 	<ul style="list-style-type: none"> Application form References Interview

	<p>ensure high levels of learning and achievement</p> <ul style="list-style-type: none">• Ability to deliver well differentiated lessons to ensure stretch and challenge for all students• Ability to motivate and enthuse children• Ability to understand how children learn• Willing to develop specialist skills and subject knowledge• Ability to readily establish professional relationships and work as part of a team• Good organisational and interpersonal skills• Good written, verbal and ICT skills• Flexibility and adaptability in order to be able to work and communicate with adults, parents and other external agencies		
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