



# KS3 TEACHER

**START DATE: AS SOON AS POSSIBLE**



SCHOOLS ACHIEVING SUCCESS TOGETHER



SHERBORNE AREA SCHOOLS' TRUST

December 2023

Dear Applicant,

Thank you for expressing an interest in the post of KS3 Teacher at Shaftesbury School.

We are looking for a KS3 Teacher to join our team as soon as possible. We would consider qualified or unqualified applicants. The post is full-time and fixed-term until the end of the school year (31<sup>st</sup> August 2024). You will be given a varied timetable with subjects such as Art, Science, Geography and PSHE.

In our most recent inspection in March 2023, we were delighted that we were judged by Ofsted as being "Good". The report reflects the wonderful quality of education we provide, the nurturing environment we have cultivated, and the positive impact we make on the lives of our students. The inspectors commended our commitment to excellence, the strength of our teaching and learning, and the exceptional progress our students have made under the guidance of our team. Our SIAMS inspection also highlighted that we have areas of excellence across the school community and we are a place where young people thrive.

At Shaftesbury School we hold an educational vision close to hearts of everyone "being the best they can be". Just as Jesus used the parable of The Good Samaritan to explain, "love thy neighbour as thyself", we too have this at the root of our ethos. This vision and ethos is brought to life through our core values of Belonging, Empathy, Service and Thrive. Staff have the highest expectations of every student and guide them to ensure they become confident learners, who will leave Shaftesbury School with a really good level of knowledge, skills and experience to flourish in an ever-changing world.

We are pleased to be part of the Sherborne Area Schools' Trust (SAST). There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years. We believe in preserving schools in the local community. This means that there will be considerable local expertise to support the school and staff with the chance to make a contribution to wider developments.

Shaftesbury School is a great place to work and is a beautiful town itself; most students come from Shaftesbury and the surrounding area. The school is set on the edge of the town, close to the A303 and within easy commuting distance of the south coast of England, Bath, Salisbury, Yeovil and beyond.

We are looking for someone with high expectations, who is able to motivate and organise, and enjoy the challenges of this role. We are looking for someone who will go the extra mile and can make substantial and sustained contribution to the school support team and beyond. In return, you will join a School and Trust that is full of activity, opportunity and optimism. You will join a school that has a centralised behaviour system which supports both staff and students. A school which has a thriving 6<sup>th</sup> Form and fantastic facilities, including a staff gym. Shaftesbury School provides a safe place of work where staff and students thrive.

We look forward to reading your application and we will contact all applicants following shortlisting. There is further information about the school on our website [www.shaftesburyschool.co.uk](http://www.shaftesburyschool.co.uk) and the trust at [www.sast.org.uk](http://www.sast.org.uk)

You are very welcome to visit us in advance of an application or please contact the school office for any further information. On behalf of the staff, children, and governors we look forward to meeting you.

With our very best wishes,

**Donna London-Hill**  
Executive Headteacher

**Steph Bowen**  
Head of School

# THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Friday 19<sup>th</sup> January 2024**

The interviews will be held as soon as possible after the closing date.

**Salary:** Unqualified Teacher Scale / Main Pay Range Teachers' Pay M1 – M6  
**Contract:** Full-Time, Fixed-Term until 31.08.2024

We wish to appoint a KS3 Teacher who is enthusiastic, committed and enjoys working with young people to commence as soon as possible.

You are asked to provide the following:

- A completed application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

*Applications will be reviewed as they are submitted and an appointment may be made before the closing date, therefore an early application is encouraged.*

Completed applications should be returned by email to: [recruitment@sast.org.uk](mailto:recruitment@sast.org.uk)

Should you wish to arrange a visit to view the School, please do not hesitate to contact the school office at [office@shaftesburyschool.co.uk](mailto:office@shaftesburyschool.co.uk) and they will be happy to arrange this for you.

*SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.*

*Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.*

*Sherborne Area Schools' Trust (SAST) recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.*

*This role is UK- based and your right to work will need to be established as part of the appointment process.*

*(Internal ID Number: RAF350)*

# **JOB DESCRIPTION**

**Job Title:** KS3 Teacher

**Contract:** Full-Time, Fixed-Term until 31.08.2024

## **Main job purpose**

- This is primarily a teaching role based in a classroom or other learning environment.
- The primary purpose of the KS3 Teacher is to supervise and support pupils who are engaged in learning activities during the short-term or unforeseen absence of their usual class or subject teacher. Such work will have been set in accordance with the school policy.
- The KS3 Teacher will have high expectations of all pupils and respect for their social, cultural, linguistic, religious, and ethnic backgrounds.

This post differs from that of the Senior Teaching Assistant and other Teaching Assistants in the following ways:

- This postholder will be deployed on a daily or short-term basis to cover the short-term absence of a teacher or HLTA or Senior TA. Deployment may therefore change on a daily basis.
- The level of involvement and planning in the learning activities they are expected to deliver. The lesser extent to which they are required to contribute to planning.

## **Main responsibilities and duties**

Teaching is likely to include the following core elements:

- To take sole charge of a group or class of pupils in the short term or unforeseen absence of their usual teacher.
- Registering attendance in accordance with school policy.
- Responding to any questions from pupils about process and procedures and the work that they are engaged in. Supporting pupil use of associated resources.
- Managing the behaviour of pupils whilst they are undertaking this work to ensure a constructive learning environment.
- Dealing with any immediate problems or emergencies according to the school's policies or procedures.
- Collecting completed work and resources after the lesson and returning it to an appropriate teacher with comments on any learning issues arising and progress made.
- Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the lesson(s) and any issues arising.
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.
- Apply a degree of originality and creativity to the delivery of learning activities. This would include supporting and carrying out straightforward assessments in the classroom, such as marking.
- To support cover manager with cover allocation and reprographics.

## **Knowledge & skills**

### **Essential:**

- Know and be able to apply consistently a range of school policies, particularly those regarding health and safety, equal opportunities, behaviour management, child protection and special educational needs (SEN).
- Have the necessary skills to manage safely, the classroom activities, the physical learning space and the resources for which s/he is responsible.
- Understand and be able to use a range of strategies to deal with classroom behaviour as a whole and also individual behavioural needs. This is a challenging requirement in some schools.

**Desirable:**

- Recent successful experience as a Teacher/Teaching Assistant or similar position within an educational environment.
- Flexibility and initiative.

**Supervision and management**

- To work to a designated member of teaching staff according to the school's normal policy and practice for covering absent teachers.
- To supervise pupils and their learning within the context of the learning environment, in accordance with the learning activity/work set.
- To supervise the work of other adults normally present in the learning environment.

**Problem solving and creativity.**

- Use of a variety of interpersonal skills and strategies to establish supportive and positive relationships with pupils.
- Know and use the school's referral system as appropriate in the event of problems with an individual pupil, or class or other adult.
- Flexibility in carrying out duties will be required.

**Key contacts and relationships**

- Attempt to establish relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their progress during the period of supervision.
- Model and promote the positive values, attitudes and behaviour expected from the pupils with whom they work.
- Know when to seek help and advice.

**Decision making**

- There will often be a need to make immediate decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils.
- Cover supervisors will be employed to take classes when the teacher is not present to supervise pupils engaged in work set by a teacher, to maintain discipline and Health & Safety.

**Resources**

Books, stationery, writing equipment. ICT and AVA equipment.

**Working Environment**

- Normal school environment.
- Frequent use of ICT and AVA equipment. Lifting of books and equipment.
- Some school sites are extensive and postholders may be required to work throughout the site on more than one floor.
- In special schools meeting the needs of pupils may be more demanding both physically and emotionally.
- Size, phase and type of school will vary.
- Includes work with individual pupils as well as groups and whole classes.
- School environment with a variety of learning environments including classrooms and specialist areas.
- Occasional disruption to planned tasks and order of tasks by pupils and colleagues. Occasional requirement to work outside the normal school environment eg visits.
- Within a Special School environment staff may be required to deal with extremes of behaviour and/or a range of needs which may be physically and/or emotionally demanding.



# ABOUT SHAFTESBURY SCHOOL

Shaftesbury School is 11-18 school with just fewer 900 pupils. Shaftesbury School has been successful in gaining good results for its students at both GCSE and A-level. The Sixth Form students have an excellent record of success in gaining university entrance. We are a proud school which attracts students from around the local Dorset area.



Shaftesbury School

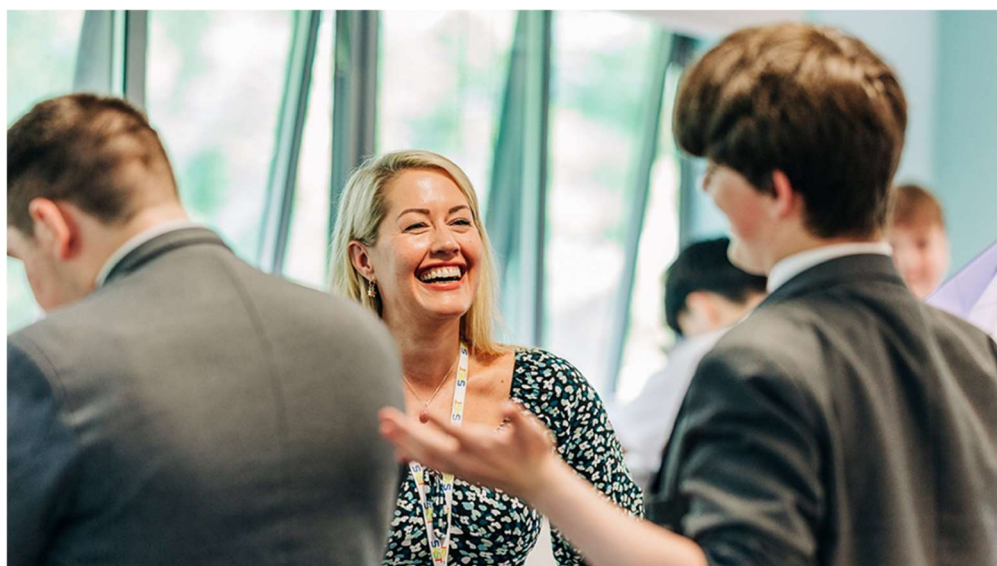
Shaftesbury School has been a place of learning for over 300 years. The school and town have seen many changes over the years but what has not changed is our commitment to education. Our intention is to deliver a broad and balanced school curriculum which is dynamic and challenging for all learners and to reflect our school's rich cultural diversity.

Our curriculum is built on a strongly held belief that effective learning takes place when literacy, questioning, challenge, engagement, feedback and progress are apparent and a commitment to an intent that provides for both knowledge acquisition and the development of key skills needed for their next stage in life. This is set in a Christian context that promotes inclusivity. Every student is encouraged to be autonomous learner with high aspirations. We want our students to believe in themselves and be actively engaged in their learning, seeing the connection between the knowledge that they learn in school with the lifelong personal and academic skills that they need to fulfil what they want to become tomorrow.

We promote the highest expectations of our students and encourage everyone to be the best they can be. Our core values are **BEST - Belonging Empathy Service Thrive**. Our guiding principle, "Being the Best You Can Be," is deeply rooted in the teachings of Jesus Christ, particularly his second commandment, "Love thy neighbour as thyself" (Matthew 22:39). This biblical wisdom illuminates our commitment to nurturing a community of compassionate, inclusive, and empathetic individuals.

Shaftesbury School is a wonderful place to work and has a special atmosphere and feel. It became an Academy in June 2014 to sustain the quality of our outstanding provision. We joined Sherborne Area Schools' Trust (SAST) in July 2020 and are now part of a family of 18 schools in the local area.

Shaftesbury is a beautiful rural country town that has easy road and close rail links to London, Bath, Bristol, Exeter and the glorious Dorset coast. North Dorset and the south-west of England combines the space and beauty of the Dorset countryside with a variety of famous sites, events, and activities for all.



# SHERBORNE AREA SCHOOLS' TRUST (SAST)

## INFORMATION



SAST is a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with a Sixth Form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

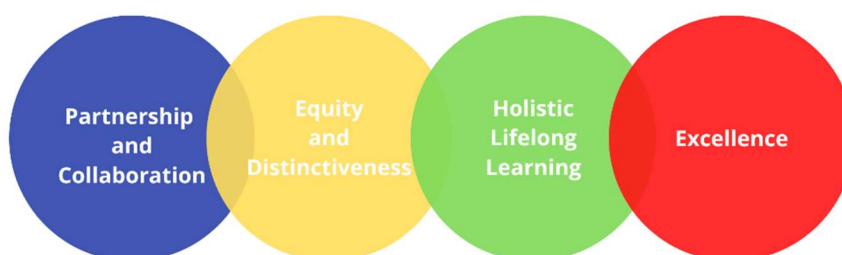
### Our Schools:

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years.

### What we value – our ethos:



#### Partnership and Collaboration

Our schools support each other, by sharing expertise and resources, to ensure improvement.

#### Excellence

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

#### Holistic Lifelong Learning

We promote the personal development of every child and a love of lifelong learning for our students and staff.

## **Equity and Distinctiveness**

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

## **Organisation - How we work:**

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective, and accountable leadership at all levels. The aim is to establish clear, simple, and effective accountability including slim and streamlined governance.

## **Partnerships:**

Partnership and collaboration is a core feature of all our schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The schools have always worked closely together across Dorset and Somerset.

## **SAST Benefits:**

As part of the Sherborne Area Schools' Trust, we can offer you a range of benefits including:

- High quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders
- Access to the Pension Scheme
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme

