



**THE
KING JOHN
SCHOOL**

A QUALITY EDUCATION FOR ALL



Job Application Pack Lead Practitioner – Information Technology



ZENITH
MULTI ACADEMY
TRUST

The Vacancy



Lead Practitioner – Information Technology

Required: April/September 2023

Leadership Pay Range

Point 1 – 4

£44,522 - £47,941

Full time hours

We are looking for an outstanding Lead Practitioner with drive, passion, enthusiasm and ambition to join our dynamic team of staff, within our Information Technology department.

We are seeking a teacher who can deliver excellent lessons and support learning across all key stages. You will need to be committed to ensuring all student needs are effectively met, raising their aspirations, self-esteem and motivation levels so that they can achieve their academic potential.

The successful candidate will play an integral part in expanding and accelerating the continued successes of our Information Technology Department, to ensure we are an outstanding provider of education.

Whether you are ambitious for progression, or determined to be an outstanding classroom practitioner, this School is the place for you.

This is an exciting opportunity to join a forward looking, inspiring and proactive Trust.

We can offer you:

- A dedicated and experienced hardworking team of staff
- Enthusiastic, friendly and talented students
- The opportunity to develop within a highly effective multi academy trust

You will need to:

- Possess good behaviour management skills
- Be a good and effective communicator at all levels
- Be open minded, creative and inspirational in your style of teaching
- Commit to working collaboratively with colleagues and students
- Utilise a variety of teaching methods and ensure that your lessons are engaging at all levels

Applications

To apply for the role please download the application form from the vacancy page on <https://www.zenithmultiacademytrust.co.uk/vacancies/>, completed applications should be submitted to recruitment@zmat.co.uk. CVs will not be accepted without a completed application form.

You must complete the application form fully and give details of all employment, training and gaps in employment since leaving secondary school to the present day. Any additional information, which you wish to bring to the notice of the selection panel should be included in your letter of application (supporting statement). Please ensure you say why and how you meet the criteria from the person specification in your letter of application. Full job description and person specification can be found at the end of this pack.

Shortlisted applicants may be screened prior to interview by checking social media sites. The purpose of such screening will be to ascertain whether a candidate demonstrates appropriate conduct, behaviour and suitability for employment in a school environment.

Closing Date: 27th January 2023 at 12pm

If you have any queries, wish to discuss the role informally or undertake a visit to the Trust, please do not hesitate to contact us via email recruitment@zmat.co.uk or telephone 01702 426744.

We look forward to receiving your application. You will be notified of your application status within two weeks of the vacancy closing date.

Safeguarding Children & Young People

The Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)

Welcome from the CEO



It gives me great pleasure to welcome you to our Trust, and I very much hope this job application pack you gives you a sense of what it is like working in our Trust, including our vision and values.

We are a small, locally-based Trust in South East Essex, currently comprising one primary school and three secondary schools: Laindon Park Primary School and Nursery, The James Hornsby School in Basildon, Castle View School in Canvey Island, and The King John School in Benfleet.

We are intentionally a small Trust and very much see our role as central to the communities we serve.

As a member of staff within the Trust, you become part of a dynamic network of staff working to achieve a shared vision for all of our children. You become a valued member of a small group of schools, able to shape the education of future generations. In doing so, we hope that you feel really well supported in your career, and that your well-being is always considered. As a member

of our Trust, you engage in a professional learning journey which develops you as a practitioner, and allows you to use your talents to transform lives and make a genuine difference.

Our Core Purpose

To enhance the life chances of every child and drive social mobility.

Mission Statement

A quality education and experience for all.

Values

Dignity

Collaboration

Positivity

Aspiration

Vision

Zenith Trust will ensure excellence across the pillars of school improvement, governance, and business operations, harnessing the transformative power of collaboration so that all students attend truly outstanding schools.

Regardless of background or need, all students will achieve highly and have high levels of well-being, because they are taught and supported by the very best staff, who are well-trained and supported, buy into Zenith's vision, and are committed to providing a quality education for all. School leaders act ethically, inclusively, and always with the child's best interests at heart. Our students will be aspirational for themselves, enjoying their time at school, and flourishing as individuals within a safe, secure and nurturing environment.

All Zenith schools value students' social, moral, cultural, and spiritual development, building exceptional character so that students are kind, resilient, and inspired to be life-long learners. By working closely with the families and local communities we serve, and listening to students' voices, students will be well-prepared for life in a modern, tolerant Britain. They will secure outstanding academic outcomes and high quality destinations, always well-prepared for their next steps. As adults, they will lead happy, purposeful, and rewarding lives, and make a positive contribution to the world.

Andy Hodgkinson
Chief Executive Officer

Why work for Zenith Multi Academy Trust?

Thank you for considering Zenith Multi Academy Trust as your potential new employer.

If you share our commitment to securing transformational change and sustainable school improvement, and would like to be part of our vision to provide excellence in education, we would love to hear from you.

In return we can offer you:

- A friendly Trust which places staff wellbeing and development at the forefront of everything we do
- School settings with excellent facilities
- Access to high quality and bespoke CPD across the Trust, including a collaborative project with the Education Endowment Fund (EEF)
- A supportive and positive Early Careers program run in partnership with University College London and Chafford Hundred Teaching School Hub
- The opportunity to develop your career with and across the Trust Schools
- The Trust is an early adopter of the new NPQs

Staff Wellbeing

The Trust is committed to providing a safe and healthy working environment for all staff and supports management practices that promote good health and wellbeing of all its employees. The Trust recognises that wellbeing and performance are linked. Improving employees' ability to handle pressure and to balance work and home life will ultimately lead to improved individual and Trust performance, including better outcomes for students.

The Trust has adopted a number of policies to support our commitment to staff wellbeing, including:

- Mental Health and Wellbeing policy which focuses on the Trust's commitment to maintaining the health and wellbeing of staff
- The Health and Safety policy which provides a framework for, and measurement of, safe places to work; and
- The staff Recognition and Reward policy which ensures our staff feel valued for the work they do and recognised for the contribution they make.

The wellbeing and training of our staff are seen as critical in creating the most effective and talented staff team. The high calibre of our staff means that we are constantly striving to improve so that we can provide the outstanding level of education that all our diverse and talented young people deserve.

Continuing Professional Development (CPD)

At Zenith Multi Academy Trust, all staff are encouraged to develop their knowledge, skills, understanding, and attitudes to enhance their professional work, regardless of experience. We work towards 'a culture of excellence', where all staff have the opportunity to continue to improve and sharpen their knowledge and practice. All staff who work in the Trust also have access to our innovative, online learning platform 'Zenith Institute', which provides staff with bespoke training and access to the latest research.

Working for Zenith brings other benefits:

- Free Benenden Healthcare Scheme
 - Access to a GP 24/7 hours a day seven days week for you and your immediate family
 - Access to a Mental Health Helpline 24 hours a day seven days a week
 - Access to a care adviser who can provide advice and information on adult care issues
 - Medical Diagnostics
 - Medical Treatment at one of the hospitals in our treatment network for certain procedures.
 - Physiotherapy
 - Mental Health Counselling Support
 - Financial Assistances to a care adviser who can provide advice and information on adult care issues
- Access to Benenden Healthcare rewards and discounts scheme
 - 46% off digital fitness subscriptions
 - 22% off activity trackers from Fitbit
 - Save up to 11% on the cost of gift cards of E-Gifts
 - Lifestyle shopping vouchers – save 6%
 - Home movies rentals – save up to 40%
- Access to Bike2Work scheme
- On site staff counselling programme
- Eye sight tests
- On-site free medical health checks
- On-site flu jab clinics
- Free access to on-site gym facilities
- Generous Teachers' Pension and Local Government Pensions schemes
- Generous annual leave entitlement for full-time support staff up to 29 days + 8 bank holidays per annum



The Schools of Zenith Multi Academy Trust



**THE
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SCHOOL**

A QUALITY EDUCATION FOR ALL

Daniel Steel, is the Headteacher at The King John School, as a parent of two young children himself, he leads the school through the eyes of a parent, with very high expectations and aspirations for his students. The King John School is a popular, oversubscribed school where students' very high attendance and levels of achievement reflect their commitment and enjoyment of school life. The school is a large, mixed comprehensive with a well-established sixth form, and serves the ever-growing communities of Thundersley and Benfleet, as well as welcoming students from further afield.

To enable their students to be happy and successful learners, they strive to create a caring, supportive and aspirational learning community, with high expectations and opportunities for all. They believe in offering a broad and balanced curriculum to enable students to flourish as individuals, and to achieve future success in whatever they choose to become later in life. This includes a strong emphasis on sport and the Arts. Opportunities for extra-curricular activities are extensive for all to support in developing knowledge, skills and cultural capital beyond the classroom setting. These opportunities include enterprise, creative performing arts, and a wide variety of trips and visits. Added to this their sporting expertise which puts them at the top of the county and national championships in a whole range of sports you will see the school has a lot to offer. They strive to nurture and develop global citizens of the future by celebrating success and valuing aspiration. They are determined every student should maximise their potential.

The recruitment, retention, and training of fully-qualified staff play a key part in their drive to secure strong academic outcomes for all students, and to instil a life-long love of learning. They understand the vitally important role of partnerships between families and school, and value their relationships with all members of the community they serve.

They have a thriving sixth form, which has been significantly extended to provide a wealth of additional state-of-the-art facilities. Students achieve well in a wide range of subjects and over a three year trend, the results are in the top 15% of over 2000 schools with 68% A*, A or B grades at A-level. Students' destinations are very strong, and they progress to Higher Education, including Cambridge and other Russell Group universities, apprenticeships and employment.



Laindon Park is a small school located in a rural unspoilt area. Their building retains a Victorian character with many historical features. The Headteacher of Laindon is Cristina Portoles, who ensures that they are a school where the child is at the heart of everything they do and leads the decisions they make.

As Ofsted said about them "pupils are happy and enjoy school". The school is always aiming to improve, not only the education that they provide to pupils but also the services and goods that they provide to the local community. Their SAT results are consistently good and put them in the top 4% of primary schools in the country.



Castle View School

Pursue Excellence | Be The Best

Steve Durkin is the Headteacher of Castle View School. The school is a place where students are put first in everything the school does. Their aims are to pursue excellence, to be the best they can be and they achieve this by working together with parents and the wider community to bring out the very best in their young people.

A good education inspires, opens doors and makes a difference to the lives of individuals, their families and the wider community. Therefore, the school takes their responsibilities as educators very seriously, doing all they can to help their students achieve anything and everything they set their minds to. The school also takes great pride in providing a happy and harmonious learning environment – one where every student is known as an individual.

As well as valuing academic success, the school strives for every child to become a well-rounded, caring and confident individual who plays a part in their community, and has the skills and mind-set to contribute positively to our wider society.



The James Hornsby School

Together we excel

The James Hornsby School is an oversubscribed 'Good' school; as rated by Ofsted, where students are at the heart of all we do. We have a strong family ethos where we believe "Together we excel".

The Headteacher Tammy Nicholls firmly believes that these are our key drivers for success not only for our students, but for our staff as well. We welcome the chance to meet with you and discuss your development opportunities as part of the James Hornsby and Zenith family!

We focus on developing independent and resilient learners by removing barriers to success and providing a safe and happy environment that allows young people to strive.

Our curriculum provides breadth to ignite hope, drive ambition and enhance life chances by providing qualifications that open the doors to opportunity.

We believe our community is outstanding and as such we strive to achieve outstanding learners and leaders at all levels, by providing outstanding curriculums and learning opportunities and promote outstanding attitudes and outcomes from all.

As a school we pride our self on our core values of:

- Family
- Pride
- Ambition
- Excellence



The King John School



Laindon Park Primary School



The James Hornsby School



Castle View School

Testimonials

Working at The King John School for the past 4 years, including my ITT and NQT year, has provided me with fantastic opportunities to develop. I have been able to attend CPD to upskill my A-level knowledge, allowing me to teach two science A-levels. I have been encouraged to attend emerging leaders training and subsequently appointed an Assistant Head of Year role. Since then, I have also attended middle leaders training to further develop within my role as a pastoral leader.

- Science Teacher, The King John School

On starting my role as an LSA at KJS my first impressions were how supported, knowledgeable and friendly the staff were across the board (on all levels). As an LSA my Job role is to provide support to pupils with special educational needs and to help them integrate as fully as possible in all activities within the class. KJS offer excellent training and opportunities to develop your career, you are fully supported and recognised for your achievements. In the four months that I have worked at KJS I have gained valuable experience and a range of assessment techniques to enable me to progress further within my role.

- LSA, The King John School

I would like to sing the praises of everyone who has supported me in the school over the last year and a half. There are way too many to name (the whole school staff is super supportive – any questions or concerns I shared, if the staff member I spoke to didn't know how to deal with that, they would point me in the direction of the person who could). Even though I was based in the English department, staff from all over the school were prepared to help in any way they could. Again, I feel that this is also reflected when the staff members are dealing with the students. I just cannot fault the support system in place – ESPECIALLY during the pandemic. Overall, my experience at The King John School has been positive and valuable to me and I hope that I am able to continue here for a very long time.

- ECT English Teacher, The King John School

Having started as a trainee in the English Department back in 2011, I am thankful to have had over ten wonderful years working at this fantastic school. The school's focus on CPD has enabled me to attend numerous courses over the years which has had a really positive impact on my teaching and learning knowledge. The support and guidance from my colleagues has given me the confidence to teach across all three key stages, from 11-18 year olds, and it has been a real privilege to have a positive impact on the learning and life chances of these students. Whether it be helping our Year 7s with the transition from primary school, or Year 13s with their university applications, I have found these opportunities hugely rewarding. I have also been encouraged to develop and progress in other aspects too and have and have been given many additional responsibilities over the years. I can honestly say that my colleagues are supportive, hardworking, dedicated and passionate and my students are enthusiastic, well-behaved and intellectually curious. These things combined have made this a truly fun, fulfilling and hugely enjoyable place of work.

- Teacher of English and PSHE Coordinator, The King John School

Job Description

Job Title	Lead Practitioner
Grade	Leadership Pay Range
Responsible to	Headteacher, Deputy Headteacher, Director of Faculty
Responsible for	Quality of provisions, teaching, learning and progress across the whole school
Principal Accountabilities	To be met in accordance with the provisions of the Schools Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the professional standards for teachers
Job Purpose	<ul style="list-style-type: none"> • To develop and implement teaching and learning initiatives and strategies throughout the faculty and school which raise the teaching practice of all members of staff and therefore raise student standards and progress. • To be a model of excellent practice, maintaining a clear focus on outstanding delivery to students ensuring a centre of best practice and excellence. • To take a lead role, working closely with the senior leadership team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement. • To undertake research into best practice in other schools. • To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues. • To develop high quality teaching materials and schemes of learning. • To use local and national statistical data and other information, in order to provide a comparative baseline for evaluating student progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning. • To support underperforming teachers to enable them to improve their practice. • To lead on the induction, support and CPD of all newly qualified teachers and liaise with all relevant external organisations. • To support the BTSA Initial Teacher Training programme and liaise with all relevant external organisations.
Specific duties/ responsibilities	<p>Strategic direction and development</p> <ul style="list-style-type: none"> • Take a lead role in contributing to a culture of continual improvement and professional learning. • Ensure the standard of learning across the school in liaison with the Deputy Headteacher through coaching and mentoring of staff. • Attend and contribute to regular meetings led by the Deputy Headteacher. • Support mentoring support plans and capability process for staff requiring to improve professional practice. • Take a lead role, working closely with other leading practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement. • Take a lead role in engaging with and keeping abreast of educational research, national and local data to inform best practice and evaluate policies and practices within the school.

- Research and evaluate innovative curricular practices and drawn on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- Know how to and take a lead role to improve the effectiveness of assessment practice in the school, analysing statistical information to evaluate the effectiveness of teaching and learning.

Teaching and learning

- Ensure the standard of learning across the school in liaison with the Deputy Headteacher through coaching and mentoring of staff.
- Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring and evaluation and review cycle through lesson observations, feedback and teaching staff, work sampling, student interviews and written reports to the Headteacher and Leadership Team as necessary.
- To teach a timetable within specialism appropriate to the demands of the role and the need of the school.

Leading, motivating and developing

- Have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons.
- Carry out subject/quality assurance activities, e.g. classroom observations, learning walks, work scrutiny (number each month to be advised) with feedback being provided to the department.
- Organising a team teach programme consisting of 3 people per term to ensure progress from 2.2. to 2.1 or 3 to 2.1 etc.
- Contributing to faculty meetings once per month, relating how to each, use certain sources and sharing of good practice seen within the department.
- Contributing to practical parental sessions in PWPs at least once in an academic year.
- Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice (e.g. coaching, mentoring, induction).
- Organise and run CPD clinics per year (ideally 2 – 3).
- Disseminate materials and advise on practice, research and CPD provision.
- Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learning needs leading to improvements in learner outcomes.

Person Specification

Qualifications

- Qualified Teacher Status
- Degree or equivalent
- Established and evidenced practice as an outstanding teacher over a prolonged period

Professional Development

Teaching and Learning

- Evidence of a commitment to own professional development
- Outstanding classroom practitioner
- Proven ability to raise standards in classrooms other than their own
- Experience of leading teaching and learning initiatives beyond their own classroom
- Excellent understanding of the components which comprise outstanding teaching and learning
- Experience of giving feedback to colleagues about professional performance
- Experience of coaching and mentoring colleagues
- Experience of conducting lesson observations

Knowledge

- Use of assessment and attainment information to improve practice and raise standards
- Use of strategies to promote good learning relationships and high attainment in an inclusive environment
- Vision for the developments of teaching and learning
- Strategies to enhance teaching and learning
- Use of intervention strategies to address identified issues for development
- Awareness of the latest developments and initiatives in education

Skills and Experience

- Excellent interpersonal and communication skills
- The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience
- Developing high quality learning strategies and monitoring student progress to raise attainment
- Evidence of high achievement in teaching across key stages
- Working effectively as a middle manager or currently leading a key responsibility/development within a team
- Working effectively as a personal tutor
- Experience of contributions to the professional development/mentoring of colleagues
- Effective use of assessment and learning to engage students as partners in their learning
- Ability to establish curriculum development, assessment, co-ordination and coaching
- Ability to plan and resource effective interventions to meet curricular objectives
- Development of partnerships with other schools, business and community.

