



HABERDASHERS'
ASKE'S

**CRAYFORD
TEMPLE GROVE**

2020-21 Phase Leader/Class Teacher Candidate Briefing Pack

Haberdashers' Aske's Crayford Temple Grove



www.habscrayfordtg.org.uk

Welcome from our Primary Principal

Dear Candidate,

Thank you for your interest in Haberdashers' Aske's Crayford Temple Grove.

We are looking to appoint a brilliant Phase Leader/Class Teacher to join the teaching team at Crayford Temple Grove. The Phase Leader aspect to this role a new, exciting position at the school and will be key in its journey to improve the outcomes for the children in the local community. A visit to the school is encouraged.

Haberdashers' Aske's Federation is a Multi-Academy Trust of nine schools, (four secondary and five primary), supported by a Teaching School. These are currently organised as four 'clusters', Crayford Temple Grove is part of the Crayford cluster which provides schooling for children aged 3-18 with over 1600 children in three schools: Crayford Academy (secondary), Crayford Temple Grove (primary) and Slade Green Temple Grove (primary).

We provide targeted support and a broad education to enable each and every one of our pupils to reach their full potential and to grow into well-rounded members of our community and aim to ensure all the children and young people who come to our schools:

- Are happy and safe at school and are able to learn successfully within a supportive environment
- Are able to achieve their full potential personally, academically and socially.
- Develop and grow as independent, resourceful and resilient individuals.
- Are equipped with the skills, qualifications and love of learning they will need to be successful in the world they will join as adults.

I hope that this brief information, alongside the recruitment details, encourages you to decide to apply to join us in our exciting current phase of development. Should you have any queries or want to come and visit our school, please do not hesitate to contact me.

Kindest regards



Ms Kate Ellis
Principal, Haberdashers' Aske's Crayford Temple Grove



Our Trust



About Haberdashers' Aske's Federation

Haberdashers' Aske's Federation is a Multi-Academy Trust of nine schools, (four secondary and five primary), supported by a Teaching School. These are currently organised as four 'clusters', Crayford Temple Grove is part of the Crayford Cluster

A cluster leader oversees the central services provision of the cluster, to ensure that all schools within it are supported well.

Our principal sponsor is the Worshipful Company of Haberdashers, who are very generous in their support. Put simply, our mission is to ensure that each of our schools offer a great education and are great places to work.

Each of our schools serve their local communities in Southwark, Lewisham and Bexley. As a Federation, we can offer more to all staff and students than any single school could offer alone. This 'Haberdasher's Advantage' ensures that the opportunities presented by working and learning at a Haberdasher's Aske's Federation school, are truly exceptional.

Whilst each of our schools maintains its individuality and serves its' unique context, we share a common vision as a group of schools: 'To support our staff and young people to be the best they can possibly be.' In this complex world, we need our young people to develop as compelling individuals – ready and able to take their place in the world with confidence. We know that education matters to the life chances of all young people, particularly those from disadvantaged backgrounds. We believe that each and every child and young person can and will succeed.

To find out more about Haberdashers' Aske's Federation, please go to: www.habsfed.org.uk

Our Vision



Federation wide vision

Our vision is built from our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect. We are forward-looking and value innovation, but always within the context of our long tradition of providing excellent education.

Based upon these values we aim to ensure all the children and young people who come to our schools:

- Are happy and safe at school and are able to learn successfully within a supportive environment.
- Are able to achieve their full potential personally, academically and socially.
- Develop and grow as independent, resourceful and resilient individuals.
- Are equipped with the skills, qualifications and love of learning they will need to be successful in the world they will join as adults.

We will achieve these aims by providing a safe environment where all children and young people can succeed and through:

- Provision of a curriculum that is stretching, relevant and provides each student with the opportunity to excel.
- Excellent teaching, leading to the highest standards of academic excellence.
- The best standards of behaviour based upon our values of mutual respect, self-discipline and self-confidence.
- A respect for tradition that embraces innovation and challenge. High expectations of every member of our community

Our Sponsors



**The Worshipful Company
of Haberdashers**

The Worshipful Company of Haberdashers

Our heritage dates as far back as the 1680s. A haberdasher, Robert Aske, left a substantial sum to build a school and educate 20 disadvantaged boys – giving them the chance to better themselves and lead fulfilling lives.

The Haberdashers' Company is one of the Great Twelve Livery Companies of the City of London. Education is of prime importance to the Haberdashers' Company and today there are more than 12,000 children and young people in the Haberdashers' family of schools that benefit from the relationship.

The Haberdashers' Company supports pupils, past and present, as they progress through their educational and professional journey, which offers pupils in the Haberdashers' schools something truly unique.

Find out more: www.haberdashers.co.uk



**Temple Grove
Schools Trust**

Temple Grove Schools Trust

Temple Grove Schools Trust is a charitable trust dedicated to raising standards for primary education. The Trust was founded some 50 years ago and springs from one of the country's oldest prep schools, Temple Grove founded in 1810. The Trust seeks to provide all children with a breadth and depth of learning opportunities in order to realise individual aspirations and potential.

Our primary schools are extremely fortunate to have a partnership with the Temple Grove Schools Trust. Schools benefit from bursaries that allow us the opportunity to give our children learning experiences they may not get at other schools; including music lessons, professional coaches and multiple trips.

Find out more: www.templegrove.org.uk

“ I applied to Haberdashers because it’s always been one of those prestigious schools and I just wanted to be a part of the Federation.

There is always somebody here to support you, to push you, to drive you and we all share the same goal – to provide a good education for all the children that come to our schools”

Emily Gyimah, Executive Principal
Haberdashers’ Aske’s Hatcham Temple Grove



Job Role

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|------------------|---|
| Job Title: | Phase Leader / Class Teacher |
| Contract Length: | Permanent |
| Contract Type: | Full time / permanent |
| Salary: | MPS/UPS ((£29,971 - £45,819) + TLR2a (£2,873) |
| School/ Service: | Haberdashers' Aske's Crayford Temple Grove |
| Location: | Iron Mill Lane, Crayford |
| Accountable to: | Vice Principal |

About the role

- To lead planning, teaching and learning and assessment within the phase/key stage ensuring the highest standards of education for all of the children.
- To lead a curriculum area within the school, delivering a clear vision for the curriculum area and managing team effectively.
- To undertake duties described in the Job Description for Class Teacher.
- To actively participate in whole school self review and development and school improvement planning.
- To contribute to the vision and ethos of the school

Professional Development

Our staff are important to us. We know that without great staff, our children will not be as successful. Therefore, professional development is key to our success. We are fortunate to have our own teaching school (Atlas), where a number of professional development programmes are co-ordinated.

Key responsibilities of the role

Main Duties and Responsibilities

You are required to fulfil the professional role of a Class Teacher which is specified in the latest version of the School Teachers' Pay and Conditions Document.

You are also required to:

- Work with the leadership team to monitor and evaluate the quality of teaching and be responsible for raising standards of attainment within your phase;
- Take responsibility for the development and monitoring of the curriculum provision throughout the phase, liaising appropriately with subject leaders, class teachers and previous and subsequent phase leaders.
- Have accountability to the Headteacher and Governing Body for standards in the phase; regularly analyse the pupil progress and attainment data for the phase; discuss with phase members their pupils' progress and attainment;
- Establish good relationships, encourage good working practices and support and lead teachers in the key stage;
- Lead, support, motivate and direct support staff working within the key stage;
- oversee all aspects of the phase organisation and management, including charring meetings, in order to ensure that school policies and practices are being delivered;
- Lead by example in all areas of the curriculum;
- Monitor the standards of behaviour within their year group and across the phase;
- oversee the pastoral care of pupils in the phase;
- Liaise with the Inclusion Lead to contribute to the planning and organising of the work of the LSA, in order to have a positive impact on pupil progress.
- Liaise closely with other phase leaders to ensure continuity and progression across the phases;
- Oversee the induction process of new members of staff within the phase;
- Adhere to the DfE Teachers' Standards;
- Attend SLT meetings, as required, and report back to staff when necessary.

General

- Promote equal opportunities and inclusion, addressing immediately should this fall short in their School
- Promote the single Federation ethos.
- Promote the school's commitment to the continued professional development of all staff.
- Undertake any duties as may reasonably be required by the Principal or Leadership Team.
- Work within the school's framework with regard to Health and Safety.
- Be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children.
- Report any Safeguarding concerns in accordance with Federation Safeguarding Policy

Knowledge, skills and experience



Education and Training

- Qualified teacher status
- Evidence of recent professional development impacting on quality of teaching and pupil outcomes
- NCSL Leading from the Middle or equivalent leadership qualification with evidence of impact on teaching and learning (desirable)

Experience

- Experience of implementing the Nation Curriculum 2014 and/or EYFS Curriculum
- Experience of a range of summative and formative assessment procedures
- Experience of leading and managing a team within a school.
- Experience of Statutory Assessment (eg. EYFS Profile, Phonics Screening, SATs)
- Experience and knowledge of school development planning
- Experience of target setting for a phase using data analysis
- Experience of mentoring or supporting colleagues
- Experience of monitoring and evaluating the quality of learning and teaching with positive outcomes for teachers and learners
- Proven ability to maximise resources, including human resources, to impact pupil progress
- 4 years full time teaching experience (desirable)
- Experience of teaching in Foundation Stage, KS1 and KS2 (desirable)
- Experience of organising/delivering teacher or support staff training (desirable)
- Experience of leading performance management and appraisal (desirable)
- Experience of supporting whole school behaviour management (desirable)
- Experience of working with other agencies or organisations (desirable)

Knowledge and Skills

- An excellent classroom practitioner able to model good/outstanding teaching
- Evidence of high level of expertise in teaching and learning
- A working knowledge of strategies and techniques for raising pupil attainment generally including different groups of pupils notably SEN, EAL and Ever6.
- Knowledge and experience of a range of teaching and learning styles which reflect structured sequences of learning to include cross curricular and skills focused learning.
- Knowledge and understanding of ICT for learning and leadership/management

Knowledge, Skills and Experience continued

Knowledge and Skills continued

- Active involvement in the development of school policies as a member of a school leadership team
- Evidence of a growth mindset – recognising the ability for themselves and others, including colleagues and learners, to improve
- Clear vision of education in a wider context
- Clear set of values to create a positive learning ethos
- Examples of wider reading and educational issues and how this has impacted learning
- Strategic leadership and management skills (desirable)
- Training in leadership and management issues and skills with practical examples of impact (desirable)
- Clear understanding of the educational and political landscape; recognising the impact in schools (desirable)
- Able to maximise potential of all staff (desirable)
- Knowledge and understanding of leadership and management procedures (desirable)

Personal qualities

- High expectations and a commitment to raising standards of attainment for all pupils
- Commitment to equal opportunities and equal value for students and colleagues
- Examples of professional resilience, and positivity
- Able to embrace change and help others to manage the change process
- Good organisational and personal management skills
- Able to work effectively as part of teams at all levels
- Able to work independently and proactively
- Strong interpersonal and communication skills: ability to lead, motivate, challenge and inspire colleagues and give feedback in a supportive manner
- Able to build team capacity
- Able to establish credibility with all staff
- Able to establish positive relationships with parents, carers and governors
- Adaptable to changing circumstances and new ideas
- Passionate about delivering high quality education to children and their families
- Values diversity and the unique place and contribution every individual makes to the learning community
- Demonstrates professionalism, loyalty and integrity with humour and humility
- Demonstrates a commitment to safeguarding and ensuring the welfare and wellbeing of all pupils in the school

Why Haberdashers?

We're proud of our people. Bound by the Haberdashers name, our inclusive community in the heart of South East London is alive with diverse backgrounds, personalities and passions. We are building a culture where pupils, parents, teachers and staff selflessly serve each other, centred on traditional values and behaviours. When you become a part of Haberdashers', you find a place where you belong.

Working in education is not always an easy task. We see the effort, the creativity, the hours our staff put in. We show our appreciation by:

Providing talent development opportunities

We want the best people to join the Haberdashers' community because they are ambitious, talented and want to make a difference to children and young people. The Haberdashers' Trust is committed to the continuing professional development of all staff.

Providing a good pension

When you join the Haberdashers' community, you can join an excellent Pension scheme, either the Teachers' Pension scheme or the Local Government Pension Scheme depending on your role.

Offering flexible working

We are able to consider flexible and family friendly working opportunities to include part-time, term-time working and job-sharing arrangements.. We are able to consider all requests for flexible working after 26 weeks of continuous service

Supporting your health and wellbeing

Balancing everyday life with the requirements of work and home can create pressures for all of us. Work is a large part of people's lives. We support a, healthy work environment that is conducive to a healthy lifestyle. All employees have free access to a 24-hour confidential counselling service, designed to help staff deal with a range of personal and general problems.

Actively promoting equality and diversity

We are committed to promoting an equal, diverse and inclusive community. We want the best people in our schools regardless of age, disability, gender, gender identity, race, religion or belief, sexual orientation, pregnancy and family or marriage and civil partnership. We are particularly keen to receive applications from candidates from historically under-represented and minority groups

“I came to interview and the questions were more about the holistic experiences of children and that perspective of education just really interested me.

It's great being part of the Haberdashers' community because you have all these partner schools and colleagues that you may not necessarily know on a first name basis but its really interesting to learn from each other and share best practice on Federation Days. It's nice to be a part of a wider community”

Amy Spicer, Year 5 Teacher
Haberdashers' Aske's Slade Green Temple Grove



Recruitment process and additional recruitment information

Closing date: 23 April 2021, 12pm

Interview date: w/c 3 May 2021

Start date: 1 September 2021

Recruitment Process:

Once you have submitted your application, it will be assessed against the criteria in the person specification. If you score well against this criteria, you will then be invited to attend an interview. Details will be made available when selected, but the interview is likely to include:

- Written tasks
- Classroom visits
- Classroom observation
- Panel Interviews on a variety of topics

Special Requirements:

If you require reasonable adjustments prior to your interview, these can be arranged by emailing federation@haaf.org.uk

Equality and Diversity:

We recognise the benefits of a diverse workforce. We are committed to eradicating discrimination in the workplace, becoming an employer of choice, for all staff to believe that they have a voice and be empowered to make a difference

References: Before you are invited to interview, we will obtain references from your referees. In order to prevent any delays, please ensure that the reference section of the application form is accurate and completed in full.

Right to work in the UK: Section 8 of the Asylum and Immigration Act 2006 makes it a criminal offence for an employer to take on a new employee whose immigration status prevents him/her from taking up employment. If you are invited to attend an interview, you will be asked to produce original and up to date documentary evidence of your right to work in the UK.

Data Protection: Any data about you will be held securely with access restricted to those involved in dealing with your application in the selection process. By signing and submitting your application form, you are giving consent to the processing of your data.

Criminal Convictions: All education establishments in the UK are exempt from the Rehabilitation of Offenders Act 1974. In practice, this means that all applicants must inform on all spent and unspent convictions on their application form and when completing a Disclosure and Barring form. Failure to provide this information may result in dismissal. List 99 is also obtained on anyone who will be working or coming into contact with children; and must be received by the School before employment can commence.



HABERDASHERS'
ASKE'S

CRAYFORD TEMPLE GROVE

For an informal discussion about this post,
more information or to arrange a visit,
please contact: crayfordHR@haaf.org.uk

Thank you for your interest in the
Haberdashers' Aske's Crayford Temple
Grove. We look forward to receiving your
application.