

Miers Court Primary School

Candidate Briefing Pack Reception Teacher





Welcome to The Howard Academy Trust

As a Trust, we currently comprise of Medway secondary and primary schools. We have future growth plans as a Multi Academy Trust with major projects taking place across the organisation.

Our overarching aim and vision is for our member schools to deliver an outstanding education for children and young people. We endeavour to ensure that all our students have access to the highest standards of teaching, resources and opportunities. The Trust's role is to oversee the leadership and vision of member schools and to develop effective and supportive partnerships between them. We have a firm belief within the Trust that every child should have access to at least a good education.

We are proud that every academy inspected since joining our Trust has remained as a Good school. Temple Mill Primary School joined the Trust as a sponsored academy in December 2015 and has moved from Special Measures to a Good school. Our schools serve their own community and each has a unique identity. Being part of this Multi Academy Trust has already provided member schools with practical benefits. We want communities to be proud of their local THAT school and we are determined to make it the first choice for all families.

As Chief Executive, I am enormously proud of our schools and of the leaders, governors, teachers and support staff who every day ensure our pupils enjoy and make good progress in their learning.

Owen McColgan
Chief Executive
The Howard Academy Trust





Working together to build a community of successful learners

Vision and Values

Learning and growth are at the heart of The Howard Academy Trust ethos. We strongly advocate that all members of our community have the opportunity to become the very best that they can be. We recognise and value the unique talents and expertise within our community and aim to create a culture of dignity, inclusivity, respect and ambition, where all can thrive.

This is achieved through:

Excellent teaching and learning that promotes inclusivity;

Regular opportunities for collaborative CPD to ensure best practice across academies;

A proactive network for joint working across academies, for staff at various career stages;

The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;

The unique character of each academy is valued and contributes to the THAT whole Trust ethos;

Shared whole Trust values of dignity, respect and ambition;

High aspirations for all involved with the Trust and a solutions led approach;

Each academy is a hub for its local community and families;

Facing outwards and working in collaboration with other organisations and stakeholders;

A centralised team that allows academies leaders to focus on their core purpose of education.



Strategic Priorities

Continuously improving the quality of provision of all our academies and enhance pupil outcomes across the Trust.

Provide excellent teaching and learning that promotes inclusivity.

Continue to build the profile of THAT to support further growth within the Southeast.

Champion our THAT People Strategy to retain, recruit, develop and reward an excellent workforce.

Ensuring a financially viable and sustainable MAT with a strong business infrastructure.

Ensuring effective leadership and governance at all levels.



Our Family of Schools



The Howard School
1,500 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



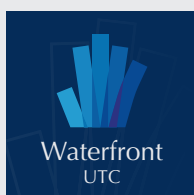
Temple Mill Primary School
240 Pupils on Roll
Rated Good by Ofsted
Located in Strood, Kent



Deanwood Primary School
230 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Thames View Primary School
468 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Waterfront UTC
250 Pupils on Roll
Located in Gillingham, Kent



Miers Court Primary School
386 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent

Further information about our academies can be found at www.thatrust.org.uk



Working for The Howard Academy Trust

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do. Since 2020, The Howard Academy Trust has received the Gold Kent & Medway Workplace Wellbeing Award and we continue to make advances in emotional, physical and professional wellbeing.



Financial

- A competitive salary for both teaching and support staff, with annual pay progression and a robust performance development scheme underway.
- All staff are automatically enrolled into the Teacher and Local Government pension scheme with attractive employer contribution rates.
- We have introduced Access EarlyPay through our payroll system as a mobile app that lets users draw down a proportion of their salary. You can withdraw at any point, 24/7 with just a few taps on your mobile phone. This money will then appear in your bank account within minutes.

Professional Development

- Early finish for teaching staff every Friday afternoon to allow for whole school CPD, PPA, departmental training, and wellbeing afternoons.
- Trust-wide training events and Trust Day events to bring all staff across the Trust together to network and share experiences.
- Assessment Only routes and Schools Direct opportunities to take your first step into Teaching.
- Access to 30 Level 2 qualifications through The Skills Network, free of charge to all staff.
- Career Progression and upskilling opportunities across the Trust.
- Access in-house training in to Middle & Senior Leadership courses for future leaders.

Wellbeing

- Full Time support staff receive 23 days annual leave as standard plus bank holidays, to increase after 5 years of service.
- Each of our academies have received the Gold Kent & Medway Workplace Wellbeing Award in 2021.
- Employee Assistance Programme, 24/7 access to a free counselling service for our employees and their families, for confidential advice and guidance.
- Access to Senior Mental Health First Aiders and a team of established Mental Health First Aiders based at all of our academies.
- Hosts of Medway Council's wellbeing afternoons consisting of use of a health check machine, blood pressure checks, alcohol awareness speakers.
- Flu jabs available for free every autumn for all staff, at their own academy for ease of access.
- Discounted gym membership at Avenue Tennis, Gillingham, on a range of different packages.
- Mindfulness taster sessions.

Facilities

- Discounted hire of the school facilities, halls, fields, and gyms, for all members of staff up to 20%.
- On site catering at our school canteens for breakfast items and a full lunch menu.
- Free car parking at each Trust site.



Hear from staff across the Trust





Welcome to Miers Court Primary School

We are a happy 2 form entry Primary and are proud of our reputation as a friendly and caring place where are children are encouraged to be the very best they can be in all aspects of school life. Our children have a strong voice here; from our School Council to our House Captains, pupil leadership is highly valued and there are lots of opportunities for children to contribute to our school community.

Our curriculum is aimed at sparking the children's interest and allowing their curiosity to grow. Through the opportunities that the curriculum offers and our promotion of life-long learning skills we aspire for the children to build their independence and resilience and to have a sense of pride in all of their learning.

We happily welcome visitors who would like to find out more about us, please contact the office to arrange a visit.

We look forward to receiving your application.

Mrs Chapman,
Head of School





Miers Court Primary School is a community primary school serving the full primary age range from 5 to 11. At present there are 386 children on roll. On 1 August 2017, Miers Court Primary School became part of the Howard Academy Trust.

School Characteristics

NOR:	386
Age Range:	5-11
Gender of Pupils:	Mixed
OFSTED Rating:	Good
Disadvantage (PP+FSM):	11%
SEN:	21%
EAL:	3%



Hear from our current staff

Job Description

Job Title:	Reception Teacher
Contract Term:	Fixed Term 1 Year
Start Date:	September 2022
Salary:	MPS

General description of the post

The holder of this post is expected to carry out the professional duties of a classroom teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Head Teacher and as set out in the school's Teacher's Pay and Conditions Document. The post-holder is required to fully support the vision, ethos and policies of the school.

School Ethos

At Miers Court Primary School, we believe in promoting a lifelong love of learning for everyone. We believe that creating inspirational experiences will foster independence and build self-belief allowing learners to constantly grow. This will provide our children with the foundations to make valuable contribution to their community and prepare them for their future in the wider world. Our vision is a commitment to create an inclusive, safe and stimulating environment where we work and learn together. We help one another to overcome challenges with confidence and resilience, having respect for ourselves and each other. We celebrate hard work and effort and our successes are shared because we know that together we can achieve more.

Shining bright, aiming high!

School Improvement Plan Priorities

Teaching Staff within the school are expected to make a valuable contribution to the School Improvement Plan priorities for the current academic year:

- At all stages, children's attainment is better than national. At least 80% of children are working at age related expectations or better.
- Assessment is used strategically and effectively to ensure good or better progress for all learners or groups of learners. Gaps are closing for vulnerable groups including differences between boys and girls.
- Pupils are confident and self-assured learners. They have excellent attitudes to learning, a love of challenge and resilience, which have a strong positive impact on their progress. They are proud of their achievements.

Values and behaviour

Teaching Staff make the education of their students their first concern, and are accountable for achieving the highest possible standards. All members of staff must: act with honesty and integrity; have strong knowledge within their field; keep their knowledge and skills up-to-date; be self-critical; forge positive professional relationships and work with parents in the best interests of the students in the school.

Personal and professional conduct

The classroom teacher is expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career.

It is important to maintain high standards of ethics and behaviour within and outside school by:

- treating pupils with dignity;
- building relationships rooted in mutual respect;
- observing proper boundaries;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teaching Staff must have a professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

Responsibilities

The post holder is accountable to their line manager at all times.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

Classroom Teacher

Duties and responsibilities specific to the post:

- Be an excellent classroom practitioner adapting teaching styles to suit all groups of learners
- Ensure planning of work is differentiated appropriately and evaluate the impact on progress and attainment for all groups of learners
- Use appropriate teaching learning strategies to communicate clear learning objectives and expectations for achieving excellence
- Secure a good standard of behaviour for learning within the classroom through establishing appropriate rules and high expectations which pupils respect, acting to pre-empt and deal with inappropriate behaviour in the context of the school's behaviour policy
- Be familiar with the SEND Code of Practice and support and plan for pupils' needs accordingly
- Evaluate your own teaching critically to improve effectiveness
- To work as part of a strong team to evaluate and accurately assess children's learning needs
- To encourage children's initiative, creativity, responsibilities and independence

Curriculum leadership responsibilities:

- Develop expertise in the subject area
- Keep abreast of the subject area through research and CPD
- Act as a consultant to other staff
- Produce, in consultation with colleagues, written policies and guidance; lead staff in the discussion of policy
- Oversee the effective use of curriculum resources
- Ensure legal compliance with statutory curriculum guidance
- Coach colleagues to ensure good practice
- Monitor and assist in the evaluation of the delivery of a subject area across the school
- Network and liaise with colleagues in other schools to ensure equity and continuity
- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies throughout the school

Strategic direction and development:

- Formulate and support the aims, ethos, vision and policies of the school
- Develop positive working relationships and sustain motivation
- Contribute to the achievement and implementation of the school's development
- Contribute to the school's self-evaluation
- Develop, implement, monitor and maintain policies and practices which reflect the school's commitment to high achievement and which are consistent with national and school strategies and policies
- Develop links with the wider community, especially parents

Generic duties and responsibilities:

- All teachers - with the support of the school's designated DSL - have a responsibility for providing and safeguarding the welfare of children and young people
- To be familiar with and support any health and safety procedures and medical routines
- To attend meetings in school and outside school, as appropriate to the role
- Positively promote the school's policies on Equal Opportunities.

The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.

Conditions of Employment:

The post is graded at MPS.

This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.

An enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.

Person Specification

Post: Reception Teacher

Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Essential	Desirable
Education & Qualifications	
<ul style="list-style-type: none"> Teaching Qualifications Degree or equivalent 	<ul style="list-style-type: none"> Further Degree Evidence of ongoing Professional Development
Experience	
<ul style="list-style-type: none"> Outstanding teaching experience Experience of working in EYFS Experience of implementing strategies to raise student attainment with evidence of success A track record of success in student behaviour management Experience of promoting highly effective communications within and between teams and other stakeholders in the community 	
Knowledge and Understanding	
<ul style="list-style-type: none"> Effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment Good understanding of effective procedures for managing and promoting positive behaviour among pupils Good understanding of equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards Good understanding of equality of opportunity issues and how they can be effectively addressed in schools Clear understanding of the role of parents and the community in school improvement and how this can be practised and developed 	
Characteristics and Competencies	
<ul style="list-style-type: none"> Ability to promote the school's aims positively Ability to develop good personal relationships within a team; making an effective contribution to high morale Ability to create a happy, challenging and effective learning environment A solution-focussed mind-set and determined "no-excuses" approach to raising standards A personable nature to build effective relationships with parents and all members of the school community 	

<ul style="list-style-type: none">• A creative and good humoured approach to all aspects of teaching, management and leadership• Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description• Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/ discussion• Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads• Ability and keenness to promote the school's positive culture and ethos	
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Application Process

Application Process

We will review applications as they are received and contact those shortlisted for interview. Early applications are encouraged as we will close the recruitment process once a suitable candidate is appointed.

Despite COVID-19 recruitment and hiring will continue for The Howard Academy Trust.

Applicants should apply via our online application process via www.TES.com.

Important Information for Applicants

Closing Date:	Wednesday 18 May 2022
Interviews:	TBC

Person Specification

This specification sets out the criteria which will be used to shortlist candidates for interview and during the interview process. After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form. After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

We hope you find the information in this pack useful. Should you have any further queries or concerns, please do not hesitate to contact Sharon Teachen, HR Manager, on 01634 265771 or email hr@thatrust.org.uk.