



BARKING ABBEY SCHOOL & EASTBROOK SCHOOL

SCITT LEAD MENTOR

RECRUITMENT PACK



WE ARE AN **OUTSTANDING** SCHOOL



BELONG
BARKING

ASPIRE
ABBEEY

SUCCEED
SCHOOL

www.barkingabbeyschool.co.uk



GIVE
AND
EXPECT
THE
BEST



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Headteacher's Welcome

Welcome to Barking Abbey school and thank you for expressing an interest in applying for the position of SCITT Lead Mentor.

For me there are three simple things that I want us to achieve at Barking Abbey school.

First, our motto 'Give and Expect the best' leads us to want to be the best in everything we do. We have some of the best results in the area, we have pupils at the best universities, we have the most pupils on apprenticeships in the entire country, we have basketball players in the best leagues and so much more. We have all of this because we push our pupils and each other to excel. All of us try to be our best every day.

Second, I firmly believe that if you can't see it you can't be it. We want to give our pupils the chance to see successful people of every religion, colour and background whilst they are at school. Whatever their dreams we want to support them and provide the networks and contacts to help them to achieve.

Finally, we want our pupils to have a voice in the world. To be confident enough to express their views and also to have the knowledge to be able to make an effective contribution. The more you know the more powerful you can be in the world.

Sir Tim Brighouse said "If a teacher makes the weather the school creates the climate." and I firmly believe this. It is our role as a leadership team to create the best possible learning environment for our teachers to teach in. In return we expect the best possible teaching from them and our results show this over time. We have created systems and structures that support high quality learning, whilst minimising workload and maximising impact.

If you share our ethos and values and absolutely believe in the potential of all young people then we can offer you the chance to make a difference and change our community for the better, and look forward to receiving your application form and welcoming you to our school.



Tony Roe
Headteacher

The Recruitment Process

We are proud of our school, the staff and students and in normal times we would warmly welcome prospective applicants to visit us prior to application to learn more about the role and view the School in action.

All interested applicants must complete the online application form on the TES website.

The interview process will be organised to provide a range of assessment tasks and opportunities for candidates to find out more about the school and demonstrate their ability to fulfil the role.

Key Dates

Closing Date for Applications Monday 15th April 2024

Interviews week commencing Monday 22nd April 2024

Please note all dates are subject to change.

We warmly welcome visits to the school. To arrange this please email: jobs@barkingabbeysschool.co.uk



Advertisement

SCITT Lead Mentor

We are seeking to appoint an outstanding, innovative and committed Lead Mentor who will play a significant part in the development of Barking Abbey SCITT, training mentors and student teachers across both Barking Abbey and Eastbrook schools.

This is an excellent opportunity for anyone interested in leading Teaching and Learning. Taking a key role within the SCITT you will be responsible for providing high-quality support for mentors and ensuring that we meet quality requirements. You will be responsible for the training of mentors, supporting a portfolio of trainees as they progress towards QTS, and organising the delivery of subject specific training on the Barking Abbey SCITT pathway across both schools.

The hours will be long, but the reward will be the chance to work with and help shape the next generation of teachers. You will need to begin training for your role this academic year.

Barking Abbey is a Ofsted Outstanding heavily over-subscribed dual campus secondary school in the London Borough of Barking and Dagenham, with a well-deserved reputation for academic excellence and a supportive professional environment.

The school is located less than 10 minutes walk from Upney tube and 15 minutes from Barking mainline station.

Barking Abbey celebrates its diversity, and we positively welcome applications from all sections of the community. If you are interested in making a difference in young people's lives whatever your background or history please apply.

In return we offer:

- A supportive and encouraging staff team
- The opportunity to access a wide range of CPD opportunities within and beyond school
- A school which understands the importance of staff well-being and workload management
- A positive ethos with excellent behaviour reinforced by highly visible SLT and centralised behaviour systems

We are proud that Ofsted recently judged the school to be Outstanding in all areas. The report states; "This is a large and diverse school where difference is valued. Pupils, and students in the sixth form, are supportive and respectful of each other. Pupils' conduct is exemplary, both inside lessons and around the school. Leaders have established simple and clear rules that everyone understands. Pupils are focused, engaged and participate well in lessons. Staff feel that their workload and well-being has been carefully considered by leaders. They appreciate their open-door policy". (Ofsted, February 2024)

Please click here to find out more information about what it is like to work at Barking Abbey:
<https://www.barkingabbey.school.co.uk/home/join-us/staff-vacancies/>

To find out more about how teachers can secure rented accommodation at a discounted rate of 20% please contact: info@bdsip.co.uk

Barking Abbey is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants.

Online searches may be conducted for all shortlisted candidates and will be conducted for all successful candidates as part of our due diligence checks.

Job Description

Job Title	SCITT Lead Mentor
Allowance	TLR 2b
Department	Teaching and Learning
Location	Sandringham and Longbridge Campuses/ Eastbrook School
Line Manager	AHT Teaching and Learning
Line Management of	SCIIT Mentors and Subject Development Leads
Working Time	Full time as specified within the STPCD

Purpose of the role

This is an excellent opportunity for anyone interested in leading Teaching and Learning. Taking a key role within the SCITT you will be responsible for providing high-quality support for mentors and ensuring that we meet quality requirements.

You will support the recruitment of trainees and be responsible for the training of mentors, supporting a portfolio of trainees as they progress towards QTS, and organising the delivery of subject specific training on the Barking Abbey SCITT pathway.

This position will involve working over both Barking Abbey Campuses and Eastbrook school and requires on-site presence at both schools.

Timetable allocation will depend on recruitment numbers for the 2024/2025 academic year.

- Providing exceptional support to your trainees and their mentors.
- Trainee and mentor retention, wellbeing, progress, and satisfaction.
- Identifying areas for development and supporting progress over time.
- Ensuring trainees can be recommended for Qualified Teacher Status.
- Excellent working relationships with all stakeholders.
- Understanding your Safeguarding obligations and the protection of children and young people by completing mandatory training and staying up to date on relevant policies.

Main Responsibilities of the role

- Coordinate the delivery of the subject and phase knowledge and pedagogy training, and the mentor training in line with materials provided by Teach First.
- Managing subject development leads to provide high-quality subject-specific development and support to a portfolio of trainees.
- Support subject-specific school-based mentors through both mentor training and 1:1 meetings.
- Teaching a series of core online and in-person training sessions.
- Supporting mentors with effective observations of trainees teaching (with subject-specific feedback and instructional coaching).
- Quality assurance – all quality assurance activity will be carried out per trainee teacher e.g. one lesson observation per module per trainee.
- Working with mentors to help their trainees develop classroom practices in their QTS subject.
- Attending Lead Mentor induction and training across the course.
- Working with mentors to ensure trainees meet core requirements for QTS.
- Support the arrangements for the contrasting school placements.

- Carry out development reviews for trainees at relevant times in the school year.
- Support with decisions on QTS sign off.
- To contribute towards whole school CPD and training needs where appropriate.

POST PURPOSE: Teaching Post

- Under the reasonable direction of the Head Teacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- To implement and 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.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

TEACHING

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/ learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

OPERATIONAL/ STRATEGIC PLANNING

- To assist in the development of appropriate syllabi, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

CURRICULUM PROVISION

- To assist the Head of Department and the Senior Deputy Head Teacher, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

CURRICULUM DEVELOPMENT

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.

STAFFING

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

QUALITY ASSURANCE

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

MANAGEMENT INFORMATION

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

COMMUNICATIONS & LIAISON

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

MANAGEMENT OF RESOURCES

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

PASTORAL SYSTEM

- To be a Tutor to an assigned group of students.

- To promote the general progress and well-being of individual students.
- To liaise with a Pastoral Leader to ensure the implementation of the school’s Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- 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 apply the Behaviour Management systems so that effective learning can take place.

HEALTH AND WELL-BEING

- To ensure staff know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- To ensure staff know the local arrangements concerning the safeguarding of children and young people and know how to identify potential child abuse or neglect and follow safeguarding procedures.
- To ensure staff know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

SCHOOL ETHOS

- To play a full part in the life of the school community, to support its distinctive ethos and vision, ‘Ours’ is a school where everyone gives and expects the best and everyone can say, “I belong” and to encourage and ensure staff and students to follow this example.
- Promote actively the school’s corporate policies.
- Comply with the school’s health and safety and safe-guarding policies and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibility of the post, each individual task undertaken may not be identified.

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Head Teacher within the grading level of the post and the competence of the post holder.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Employees Signature		Date	
Head Teacher Signature		Date	

Person Specification

	Criteria	Essential	Desirable	Assessment Method		
				Application A Interview I Task / LO T		
				A	I	T
Knowledge & Skills	Excellent subject knowledge	√		√		
	Good classroom management skills and rapport with pupils	√		√	√	√
	A strong, dynamic character	√			√	
	Good communication and inter-personal skills	√			√	√
	Demonstrate the ability to enthuse and encourage others	√			√	
	Highly proficient in the use of IT.	√		√		√
	Knowledge of ITT Pathways	√			√	
	Awareness and understanding of all aspects of Ofsted expectations of Outstanding work and how to achieve these.	√			√	
	Evidence of the ability to use initiative and be proactive.	√			√	
	Good understanding of the Appraisal process and its links to School Improvement and CPD.	√			√	
	Understanding and knowledge of all relevant legislation.	√			√	
Qualifications	A good standard of general education	√		√		
	Good Honours Degree	√		√		
	Qualified Teacher status.	√		√		
	Evidence of relevant recent or on-going professional development.	√		√		
	Recognised management or leadership qualification, or working towards this, e.g. NPQ, Masters.		√	√		
Experience	Have high personal and professional standards and well-developed pastoral skills and instincts.	√			√	
	Mentoring of trainee teachers	√			√	
	Significant involvement in school development planning, including implementation, monitoring and evaluation.	√		√	√	
	Substantial and successful Outstanding teaching experience within the 11-18 age-range.	√		√	√	
	Evidence of the ability to promote a positive ethos at school level.	√			√	
	Evidence of the ability to overcome barriers to learning.	√			√	
	Evidence of the ability to use data effectively to analyse needs.	√			√	√
	Evidence of the ability to monitor and set challenging targets for staff and students, and implement intervention strategies to ensure that these are met.	√		√	√	√
	Evidence of the understanding of all confidentiality issues.	√			√	
	Highly effective management of student behaviour.	√			√	√
	Evidence of the provision of professional development across the school.	√			√	
Understanding of the role of the Governing Body.	√			√		

Attitude & Personal Qualities	Evidence of the ability to deal effectively with difficult/ confrontational situations.	√			√	
	Successful experience of providing leadership and development for staff teams, motivating others, promoting excellent professional relationships, appointing and inducting staff, mentoring and coaching others, and both giving and receiving constructive criticism.	√			√	√
	Capability to make leadership decisions in the absence of the Head and Deputies.	√			√	
	Capability to deputise for the Deputy Head teachers or Head teacher when required.	√			√	
	Experience of management a budget area effectively within a school.	√				√
	Experience of working as part of a Senior Leadership Team.		√	√	√	
	Teaching in a diverse community.		√	√		
	Successful experience of working in collaboration with other teams both within school and with external agencies	√		√	√	
	Flexible, motivated, able to work unsupervised and an ability to deal with unpredictable situations	√		√	√	
	Tact, discretion and listens whilst maintaining confidentiality	√			√	
	Willingness to take part in the wider life of the School	√		√	√	
	Commitment to safeguarding and promoting the welfare of children and young people	√		√	√	
	Motivation to work with children and young people	√		√	√	
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	√			√	
	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	√			√	
	Honesty and Integrity	√		√	√	
	Ability to demonstrate an awareness of equality and diversity and to promote these through working practices.	√		√	√	
	Commitment to own future professional development.	√			√	
	Ability to work flexibility and outside of normal school hours.	√			√	



Our Ethos and Values

BRAVERY **E**XCELLENCE **S**ELF-DISCIPLINE **T**EAM-BA

The Barking Abbey way is to give and expect the **BEST**.

We asked pupils to select three words that describe Barking Abbey to them. The most popular responses became the core values of our school.

BELONG
BARKING

ASPIRE
ABBEY

SUCCEED
SCHOOL

Our vision is to provide a happy, caring and stimulating environment where all students will recognise and be given opportunities to maximise their potential – academically, spiritually and socially - and ensure that they are well equipped to meet the challenges of education, work and life.

Barking Abbey aspires to:

- Develop confident, articulate, assertive young people.
- Foster well-rounded, empowered, resilient, independent young people.
- Nurture young people who will go out and change the world for the better.
- Enhance opportunities through creating an inspirational learning environment where all students aspire to achieve their potential - ensuring that no student is left behind.
- Raise aspirations – giving students the necessary tools to explore and be who they want to be.
- Encourage individuals to be adaptable, aspirational and unafraid to question and evaluate.
- Engender a sense of belonging, and of pride in the school, themselves and their wider community.

Barking Abbey is a heavily over-subscribed split site secondary school in the London Borough of Barking and Dagenham, and has a well-deserved reputation for its friendly and supportive atmosphere and its excellent academic achievements. With a large KS5 provision and an Additional Resourced Provision (ARP) on both of our campuses, the school provides a varied role for the right individual.



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 Sandringham Road
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