

Nurture Teacher

(Primary Trained)

Recruitment Pack



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WELCOME FROM THE CEO

Thank you for showing an interest in our pupils, our schools and our Trust. This is an exciting time to join Education for the 21st Century. We are a very different organisation in 2023 than we were four years ago. We have understood the need to transform and have developed greater capacity in our leaders at every level. We have developed a shared understanding of what great teaching looks like, developed our curriculum model, developed clear behaviour principles, and landed upon an exciting model of instructional coaching to drive forward teacher efficacy.



Our strategy over the next two years reflects our growing capacity but it also reflects the need to improve quickly. In Year 1 we established the 'backbone' of the organisation and to align, where doing so impacts pupils progress, or allows us to influence progress through growing greater capacity in our schools and realising efficiencies. In Year 2, now, we hope to see all schools moving closer to national progress or beyond, as they realise the benefits of collaborative working based upon a common school workflow. In Year 3, as this rapid progress continues, we begin to add capacity for growth so we can support our mission of transforming lives and our aim of becoming one of the highest performing multi academy trusts in London and the South East.

Of course, our strategy is responsive to the needs of those closest to us. The wellbeing of the young people in our care has been significantly impacted by the recent pandemic. Our support will be strategic and comprehensive. Furthermore, the pandemic has had a dramatic impact upon the career prospects of our pupils. Our strategy over the coming years seeks to ensure that our pupils are well placed to move successfully into the next stage of their education or working life, with the right knowledge and skills to make a valuable contribution to society.

The development, wellbeing, and support of staff within the Trust will play a crucial part in our strategy. We adapted quickly to new ways of working and continue to refine and develop our HR processes. One key lever for change over the next three years, will be instructional coaching. The ongoing development of all staff, and in particular, our teachers, is critical if we are to deliver the high-quality teaching that we need to, in order to 'improve outcomes and transform lives'.

Finally, I am extremely grateful for your interest in our Trust. We are moving forward at a rapid rate and it's an exciting time to join us.

Simon Garrill

A handwritten signature in blue ink, appearing to read 'S Garrill', written over a light blue grid background.

Chief Executive Officer



THE FOUR CRITICAL QUESTIONS

WHY DO WE EXIST?

Our Mission at E21C is 'improving outcomes, transforming lives'. We believe in the collective power of schools working together as civic minded leaders to find shared ways of working that improve the lives of our pupils.



HOW DO WE BEHAVE?

Our core values of trust, kindness and endeavour define how we behave. These are the values that we hold most dear, and our schools align their own values to those of the Trust.



WHAT DO WE DO?

We create welcoming and open schools in the local community where every person thrives, makes excellent progress and succeeds.



HOW DO WE SUCCEED?

With aligned autonomy, a clear backbone, a strong culture, academic rigour and smart systems.



THE E21C BACKBONE

MISSION & VALUES

Schools use our 4 Critical Questions, outlined on the previous page, to help determine a clear and concise mission that is aligned to the mission of the Trust. Schools can choose to define their own values or use those of the Trust. If schools choose their own they should be aligned.

CURRICULUM

Schools are expected to adhere to the curriculum principles and framework. The purpose of this framework is to share best practice and ensure that wherever possible collaboration across the Trust is made possible through alignment. This outweighs the benefit of any one school following its own path and becoming an island. Where schools are identified as being in the stabilise or repair phase then they will be expected to follow the E21C curriculum framework in its entirety.

ASSESSMENT & FEEDBACK

The assessment and feedback calendar captures the rhythm of our Assessment and data collection within the Trust. These differ across the various phases but are aligned to improve collaboration and to reduce workload.

SAFEGUARDING & ATTENDANCE

Safeguarding is the responsibility of all. Our policies and procedures are designed to create consistency and improve collaboration. External audits review practice across the Trust on an annual basis.

QUALITY ASSURANCE

Our School Workflow captures the rhythm of quality assurance across the Trust. We undertake regular cycles of structured monitoring to measure the effectiveness of our approach and to reset where we need to.

CPD

We are developing our capacity to ensure that by 2022 we can fulfil our commitment to provide high quality instructional coaching to all teaching staff across the Trust. All our schools are committed to coaching. In addition, we provide core E21C training, leadership development and trust wide CPD.

WORKLOAD

Schools are expected to streamline workload as much as possible. There are a maximum of three data drops and all processes and procedures should be looked at through a lens of simplicity and clarity.

TEACHING

Teaching is responsive to the needs of pupils and based upon our shared understanding of efficacy. This is captured in our teaching rubric that gives clarity about what we determine to be effective practice. These beliefs are based upon evidence. They are further exemplified within the Teaching and Learning policy where the 'what to dos' give guidance on what we believe to be effective practice.

BEHAVIOUR & ROUTINES

It is essential that we have the highest of expectations within our schools. Pupils deserve to learn within, and teachers deserve to teach within well-ordered and disciplined environments. E21C schools have high aspirations of behaviour. We believe that culture should be frequently measured and reset where it needs to be. Schools use our E21C Behaviour principles to help shape their individual policies. Where schools are identified as needing to be stabilised or repaired (see School improvement strategy) then we may ask schools to follow a template Trust policy and procedure and support in its implementation.

SEND

Our schools commit to inclusive practice and developing the best provision possible for the pupils that need it the most. We share best practice and undertake annual reviews of SEND to develop a common understanding of the best approaches to use.

PERFORMANCE MANAGEMENT & APPRAISAL

The Trust shares a common approach to performance management and appraisal. Performance management is conducted within a highly professional and supportive environment.

OPERATIONS

The other elements of our backbone include Governance, Finance, IT, estates and communication and marketing.



OUR SCHOOLS

There are currently four secondary schools and four primary schools within the Trust. Four of the primary schools and three of the secondary schools are located within Bromley, South East London. A further secondary is close to Canterbury in Kent. These schools include:

SECONDARY SCHOOLS



11-19



11-19



11-19



11-16

PRIMARY SCHOOLS



4-11



4-11



4-11



4-7



CANDIATE CHARTER

E21C want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

OUR COMMITMENT TO YOU

- **Transparency** we will treat you with respect, honesty and fairness
- **Protecting** your privacy we'll ensure your information is secure and handled sensitively
- **Understanding** you'll be given everything you need to make informed decisions
- **Showcasing talent** we'll provide a good opportunity for you to share your skills, experience and potential
- **Feedback** we will provide constructive feedback professionally and promptly
- **Listening** we welcome feedback and we'll act on what you have to share
- **Inclusivity** our hiring decisions align with our commitment to create a high quality, diverse workforce

WE WILL

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need
- Respond to enquiries promptly and usually within 24 hours during the working week
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for an interview, well in advance
- Provide you with real insight about what it's like to be part of our team
- Ensure all offers are fair and equitable
- Seek feedback on your experience at every opportunity, so we can continue to improve

IN RETURN WE ASK THAT YOU

- Be honest and upfront about your experience, aspirations and motivations
- Provide open and accurate information when submitting an application
- Always give yourself the best opportunity to succeed - research who we are and how we work
- Let us know if situations change in relation to your interest - and help us understand why
- Prepare yourself for interview and let us know how we can support you



WELCOME FROM THE HEAD

Eden Park High School is an oversubscribed school in Beckenham. We were rated Good by Ofsted in 2021. Students were welcomed into our new, purpose-built premises in 2019 and we welcomed our first ever sixth form cohort in September 2022. I started as the Headteacher in the summer of 2022 alongside a new leadership team.



New schools are exciting places to work. Not only do they provide excellent facilities, but they also offer an opportunity to play an important role in creating something great. At Eden Park we are committed to *improving outcomes* and *transforming lives* and know that we can and will do this to an increasing extent in the coming years.

I continue to be impressed by the warmth, positivity, and professionalism of our staff. Our shared desire is to see our efforts translate into meaningful educational experiences that build confidence and purpose in all our students. Staff, students, parents and carers all recognise the recent progress we've made in achieving that aim and I endeavour to ensure we continue to do so.

As a staff team at Eden Park, we seek to nurture strong relationships with students and prioritise student wellbeing and personal development through an extensive enrichment programme. The environment here is about fostering students' thirst for knowledge and helping them develop into inquisitive young adults. There is an impressive array of specialist facilities, which supports a commitment to a broad curriculum. Eden Park offers a very broad range of courses at both key stage 4 and 5, and encourages students to find their spark, nurture their interests and aspire to become experts in their field.

Similarly, I expect for staff to make excellent progress and succeed whilst working with here. I prioritise professional growth and invest in opportunities for staff to enhance their knowledge and skills, as well as helping others to do so.

Working in schools can sometimes be tough but it's also hugely rewarding. With the support of kind, professional and respectful colleagues, Eden Park High School offers you the chance to join at an exciting phase in its young life. If you have the energy and drive to be part of something transformational, we'd love to hear from you.

Stephen Butler

A handwritten signature in black ink, appearing to read 'S Butler', with a stylized flourish at the end.

Head Teacher



ABOUT THE SCHOOL

Eden Park High School

Eden Park High School is a new school in Beckenham. We opened in 2017, moved into our purpose-built new premises in 2019, celebrated our first ever GCSE results in 2022 and have opened our new Sixth Form this September. With a new and expanded leadership team, this young school is starting an exciting new chapter as we build the culture, systems and teams that will see us expand further over the next two years and deliver an outstanding quality of education for the community.

We are currently recruiting exceptional teachers who want to be part of our journey of transformation. We want people who will share in our ethos and values and set a new standard of excellence and inspire young minds.

Much as we see our staff nurture the interests and talents of our students, we support the professional growth of our staff. You can expect the following unique benefits to enhance your working life:

1. Outer London Salary
2. State-of-the art facilities, including access to our new gym
3. Free onsite parking with electric charging points
4. Funded CPD courses including MAs and NPQs
5. Accredited training with recognised qualifications e.g. Outstanding Teachers Programme with Greenwich University
6. Staff CPD library and numerous opportunities to work across the Trust in one of our many working forums

This is an exciting opportunity for a diligent and self-motivated individual who can join our team as a high performing teacher. This post offers the opportunity to take a key role in the strategic direction of this new and growing school as well as being able to work with colleagues and shape provision across our Trust. The post holder will be making a strong contribution to promoting the school's high standards in all areas of school life.



ABOUT THE ROLE

Nurture Teacher (Primary Trained)

Based at Eden Park High School

Education for the 21st Century is a values-led organisation, driven by a determination to create welcoming and open schools for the local community, where every person thrives, makes excellent progress, and succeeds. We are committed to improving outcomes and transforming lives, realising social mobility, and the transformative power of education. We value the difference in all our schools while seeking to bring them together around a framework that delivers an enriching experience and a great education for the young people within our care.

We want the very best for all our young people. Our plan to ensure that we deliver great schools is underpinned by our shared values of trust, kindness, and endeavour. Our schools and our staff are collaborative, and we seek to create consistency and quality throughout.

Our leaders create improvement in schools that is robust and sustainable. We are as enthusiastic about developing and nurturing our staff, as we are about developing our young people. Our professional development programs and our approach to school improvement provide quality and rigor while creating a depth of experience and learning for our staff.

In joining Eden Park High School and the family of schools within E21C you will gain access to an unparalleled level of support and development in a forward-thinking school and trust.

We are looking to appoint an inspirational primary-trained teacher to nurture some of our younger pupils and enable them to thrive at secondary school.

The successful candidate will support some of our younger or vulnerable pupils who need additional nurture and guidance upon beginning secondary school. These pupils may not be "secondary ready" and will need additional help with their transition. The successful candidate will deliver some of our core curriculum and basic skills to these students, build strong relationships and help to instill a sense of belonging in these young people. Your knowledge and expertise will enable them to thrive in our school community.

You will:

- Be a qualified teacher with the ability to inspire young people with additional needs.
- Be passionate about helping students who can sometimes find school life or learning challenging.
- Be flexible, positive and have a 'can do' attitude.
- Be an excellent teacher with a proven track record of impacting positively upon student progress.
- Be a highly motivated and enthusiastic person with good interpersonal skills and the ability to work independently as well as part of a team.

The ideal candidate will maintain rigorous high expectations for staff and students alike. They will also be similarly passionate about their own learning and engagement with continuous professional development, recognising that meaningful learning is much more than what happens in the classroom alone and the importance of enriching the curriculum through meaningful contributions towards our broad extra-curricular provision.

You will have the opportunity to work with a talented team of like-minded leaders, teachers and a strong central team, all working together to build sustainable excellence in our schools



The successful candidate will:

- Join a forward-looking, high achieving school
- A school that offers a genuine opportunity for meaningful career development.
- A positive and supportive department of enthusiastic and motivated teachers, including TLR holders.
- Contribute to wider improvement of the school and trust
- Excellent career opportunities within the trust
- Be driven and committed to your students
- An excellent practitioner who is willing to challenge and be challenged



JOB DESCRIPTION

JOB TITLE:	Nurture Teacher (Primary trained)
CLOSING DATE:	9 am Monday 24 April 2023
SALARY:	MPS/UPS
CONTRACT TYPE:	Permanent (full and part time posts considered)
LOCATION:	Eden Park High School
REPORTING TO:	Senior Leadership Team / Director of SEND

JOB PURPOSE

Definition of the role is: “To provide excellent teaching that facilitates high quality learning for all students. Encourage all students to be the best they can be through setting the highest of expectations”.

KEY AREAS OF RESPONSIBILITY

Teaching & Learning

- To manage pupil learning through effective teaching in accordance with the Department’s schemes of work and policies
- To ensure continuity, progression and cohesiveness in all teaching.
- To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs and ensure equal opportunity for all pupils.
- To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- To work effectively with the heads of department of core subjects to ensure the curriculum is delivered to a high standard.
- To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
- To use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

- To be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge
- To assess pupils’ work systematically and use the results to inform future planning, teaching and curricular development.
- To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge & Understanding

- To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.

Professional Standards & Development

- To be a role model to pupils through personal presentation and professional conduct.
- To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.



- To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- To be familiar with and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
- To establish effective working relationships with professional colleagues and associate staff.
- To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
- To liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
- To undertake any reasonable task as directed by the senior leadership team.
- To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
- To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who:
 - ❖ have SEN
 - ❖ are gifted and talented
 - ❖ are not yet fluent in English

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

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 (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.



PERSONAL SPECIFICATION

	Essential	Desirable	Method of assessment
Relevant Experience	Teaching of curriculum at Key Stage 2	Experience of working with vulnerable students with additional needs across the primary stage.	Application form
Qualifications	Qualified Teacher Status (QTS) / PGCE or working towards Degree level in related subject	Evidence of continuing and recent professional Development Further degree	Production of the Applicant's certificates Discussion at interview Independent verification of qualifications
Experience	Successful teaching experience at either school(s) or on main teaching practice Track record of good or outstanding Lessons Good understanding of effective and engaging teaching methods		Contents of the application form Interview Professional references
Skills	Ability to prioritise work Ability to manage time effectively Ability to maintain confidentiality in all school matters Ability to inspire and motivate pupils and promote high standards of both work and behaviour Ability to establish and maintain positive working relationships with both pupils and staff Ability to teach all ability groups, meeting the needs of all students including those with SEN	Willingness to take personal responsibility for further training and development Excellent planning and organisational skills	Contents of the application form Interview Professional references



	Commitment to the pastoral care of pupils		
Knowledge	Knowledge and understanding of subject related pedagogy To have an updated knowledge of the delivery and assessment of the national curriculum. Ability to manipulate data and to access and maintain electronic records and reports.		Contents of the application form Interview Professional references
Personal competencies and qualities	Genuine passion and belief in the potential of every student which is demonstrated by upholding a student-centred approach Ability to communicate with a wide range of people Ability to work effectively supported by a member of the school team and to work as part of a team Holds high aspirations for children and young people and is passionate about providing learning opportunities for them which prepare them well for an adulthood which includes employment, independent living, good health, and community contributions		Contents of the application form Interview Professional references



	Demonstrate a continual commitment to safeguarding and promoting the welfare of children and young people Be flexible to changing demands of the post Reflective thinking, learn from mistakes and focus on key points during time of challenge Confident and effective presentation skills Take pride in a job well done. A willingness to work flexible		
Personal Attributes	Resilience Tolerance Humour Positive under pressure Able to organise work and prioritise effectively A commitment to the school's vision		Contents of the application form Interview Professional references
Equal Opportunities	An understanding of and commitment to equality of opportunity		Contents of the application form Interview Professional references



Additional Factors	Ability to form and maintain appropriate relationships and personal boundaries with children and young people Commitment to quality and diversity Commitment to Health & Safety Commitment to sustaining regular attendance at work		Contents of the application form Interview Professional references
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HOW TO APPLY

Education for the 21st Century is committed to developing exceptional teams to work with our communities. We invest heavily in talent and aim to provide rewarding careers and clear progression pathways.

To apply please complete the application and equal opportunities monitoring forms [here](#) and send to jobs@eph.e21c.co.uk.

PROCESS TIMELINE

Closing Date and Time: 9am Monday 24 April 2023*

Interviews: w/c 1 May 2023

Start date: September 2023

[E21C benefits brochure 2022 October.indd](#)

[E21C Education for the 21st Century Trust - Working for Us](#)

Completed applications and enquiries should be emailed to jobs@eph.e21c.co.uk

**We reserve the right to close this vacancy advert early should we receive an overwhelming response.*

We look forward to hearing from you.

Education for the 21st Century is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and where applicable, a prohibition from teaching check will be completed for all applicants. Education for the 21st Century is fully committed to equality and to valuing diversity as an employer and a provider of education.





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