



TIDEMILL
ACADEMY

Speech & Language Resource Base Teacher (KS1 classroom)

Start Date
September 1st, 2021



Tidemill Academy, 11 Giffin Street, Deptford, SE8 4RJ

Tel: 0208 692 3470

Website: www.tidemillacademy.org

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S&LRB Teacher (KS1 classroom)

MPS2 or UPS (Inner London), plus SEN 1 allowance (£2873)

This role is not suitable for NQTs

Tidemill Academy is an outstanding two-form entry primary school with a reputation for being creative, innovative and at the leading edge of educational reform. The lead school for Initial Teacher Training within REAch2, we are situated next to the busy and diverse Deptford High Street, only 6 minutes from London Bridge by train, 11 minutes from Cannon Street and accessible by DLR. Tidemill is a haven where children from all backgrounds flourish. Our children not only achieve excellent results – they exhibit in art galleries, surf in Devon, compete at the London Youth Games, are djembe drummers, make their own branded chocolate, set up blogs and perform Shakespeare at the theatre! They do all this in an award winning building with exceptional facilities.

We are looking for a creative & inspiring SEN teacher for our sixteen place Speech & Language Resource Base who will have a positive impact on the learning and well-being of our pupils. This position is for the KS1 classroom which also has a member of support staff. If you have a passion for motivating and nurturing learners with special educational needs and want to take the next step in your career, we would love to hear from you.

You will need to be a creative & inspiring teacher who:

- Makes learning fun and engaging
- Has a track record of raising achievement
- Demonstrates initiative and can enthuse and lead others
- Is able to teach a progressive curriculum where children can build on previously learnt skills and knowledge
- Is an excellent, engaging communicator who will develop strong relationships with children, parents and the wider community

In return, we will offer:

- Fantastic small group teaching facilities
- Enthusiastic, delightful and deserving children
- A hugely talented & committed staff including HLTAs, Speech & Language Therapists and an Artist in Residence
- A position in a well-established Speech & Language Resource Base with a strong team and specialist training
- A vibrant, richly diverse school community
- The chance to work with a supportive family of schools who share the same passion for primary education

Visits to the school are warmly welcomed so you can meet the pupils and staff and see our fantastic facilities. Visit times have been scheduled (see below). If you would like to visit the school, please email admin@tidemillacademy.org stating the position that you are interested in applying for and which visit you have chosen to attend. If you would like a conversation with the Headteacher before applying, please email headteacher@tidemillacademy.org with the title 'S&LRB Teacher' or phone the school directly.

The application pack is available for download from the school website (www.tidemillacademy.org) or by email from the school admin@tidemillacademy.org

Key Dates:

Visits: Tuesday 8th June @ 5:15pm or Saturday 12th June @ 10:15am

Closing Date & shortlisting: Monday, 14th June @ 9:00am

Interviews: Friday, June 18th

Completed applications should be emailed to admin@tidemillacademy.org. A scanned signature will be accepted or simply follow this up with a signed copy in the post: Lisa Turner, Office Manager, Tidemill Academy, 11 Giffin Street, London, SE8 4RJ.



Michael Morpurgo at Tidemill

We welcome applications regardless of age, gender, ethnicity or religion.

Tidemill Academy is committed to safeguarding and protecting the welfare of children and staff. The successful candidate will be subject to an enhanced DBS disclosure. We are an equal opportunities employer.

Job Description – Class Teacher (S&LRB)

Post:	Class Teacher (S&LRB)
Responsible to:	Phase Leader / Senior Leadership Team
Salary:	MPS or UPS (Inner London), plus SEN 1 allowance
Contract:	Permanent

In addition to the responsibilities of a class teacher, as set out by the class teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with the responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher. This job description may be modified by the Headteacher, with agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

KEY PURPOSE

- Work alongside the S&LRB Phase Leader to provide specialist provision for the children in the S&LRB as well as supporting children and staff in the mainstream.
- Teach a class of pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs, to enable them to reach their full potential.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors.
- Ensure that the current national conditions of employment for school teachers are met.

MAIN ACTIVITIES

- Implement agreed school policies and guidelines.
- Support initiatives decided by the headteacher and staff.
- Plan appropriately to meet the needs of all pupils, through differentiation of tasks, specialist interventions and having the highest expectation of every child, believing that every learner has unlimited potential for development.
- To plan and deliver a progressive curriculum within the framework of present school policies, both in short and long term planning structures.
- Set clear targets, based on prior attainment, for pupils' learning.
- To plan and resource a classroom which will encourage the development of all aspects of children's learning. In particular, to encourage children's independent use of resources and involvement in their learning.
- Provide a stimulating and purposeful learning environment, where resources can be accessed appropriately by all pupils.
- To monitor children's progress, keep records and evaluate children's achievements.
- To set children high standards in the content and presentation of their work by the quality of your displays of that work.
- To establish and maintain good relationships with colleagues, working as part of a team in all aspects of school improvement.
- Maintain good order and discipline amongst pupils, in accordance with the school's Positive Behaviour policy.
- Work in partnership with parents and carers in providing a quality education for all children and report to parents on the development, progress and attainment of pupils.
- Participate in meetings which relate to the school's leadership and management, curriculum, assessment, administration or organisation.
- Communicate and co-operate with specialists from outside agencies.
- Lead, organise and direct support staff.
- Lead a curriculum area or aspect.
- To play a full part in the life of the school community.
- Participate in the appraisal system for the appraisal of your own performance & that of other staff.
- Improve practice by taking an active role in your own professional development and the professional development of colleagues, particularly with regard to SEN.

SPECIALIST TEACHING

- To be responsible for pupils in the S&LRB and have oversight of their educational, social and emotional development.
- To contribute to the writing of EHCPs and annual reports, including contributing to mainstream reports for the S&LRB pupils.
- To ensure mainstream teachers are aware of pupil's needs and that pupils are included across the school.
- To liaise and collaborate with a variety of professionals involved with the S&LRB, including mainstream staff, speech and language therapists and external professionals.
- Observe the S&LRB and class support staff in their roles and interventions and provide constructive feedback to ensure consistency of approach and the maintenance of appropriate standards.
- Collect and analyse data – language samples, formal & informal assessments, progress observed during lesson observations/conferencing.
- To participate in the delivery of CPD to school staff.

DEVELOP PERSONALLY AND PROFESSIONALLY THROUGH

- Reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.

CONDITIONS OF SERVICE

Governed by the National Agreement on Teachers' Pay and Conditions and supplemented by local REAch2 and school conditions.

EQUAL OPPORTUNITY

The post holder will be expected to carry out all duties in the context of and in compliance with the Trust's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

Person Specification –Class Teacher (S&LRB)

All post-holders are expected to demonstrate a commitment to equal opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms. This person specification is related to the requirements of the post as determined by the job description. Shortlisting is carried out on the basis of how well you meet the requirements of the person specification and you should refer to these.

Description	Shortlisting
Training & Qualifications	
1. Qualified Teacher Status.	Essential
2. Evidence of continuing and recent professional development relevant to the post.	Essential
3. Specialist qualification relevant to working with speech language and communication/SEN pupils.	Desirable
Successful Experience	
4. Recent highly effective experience of teaching in mainstream/specialist classes, including planning and assessment, delivery, working with additional adults and taking responsibility for their performance in the classroom (EYFS skills are an advantage if teaching in the KS1 classroom).	Essential
5. Experience of working with language disordered pupils.	Desirable
6. Experience of managing assessment for SEN pupils, including annual reviews.	Essential
7. Experience of promoting & attaining positive behaviour conducive to learning, focused on raising standards.	Essential
8. Proven record of raising standards for all pupils, including underachieving pupils (language disordered).	Essential
Knowledge and Understanding	
9. Insight and understanding of the importance of an engaging, relevant and creative curriculum that inspires and motivates learners to make progress and achieve high standards.	Essential
10. The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to SEN pupil attainment and progress.	Essential
11. Understanding of a diverse range of teaching and learning styles and techniques that support children with speech & language impairment.	
12. Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards.	Essential
13. Good understanding of the role of parents and the community in school improvement and how this can be practised and developed.	Essential
14. Clear understanding of data analysis and the important impact this can have on achievement and attainment.	Essential
Characteristics and Competencies	
15. Committed to the inclusion of all children and passionate about working with children with SEN	Essential
16. Committed to Equal Opportunities and Disability Rights	Essential
17. Ability and willingness to promote the school's aims and the positive culture and ethos.	Essential
18. Ability to develop good personal relationships within a team; making an effective contribution to high morale.	Essential
19. Highly effective communicator (both orally and in writing) within and between teams and other stakeholders in the school community, including multi-agency work	Essential
20. Ability to create a happy, challenging and effective learning environment.	Essential
21. Boundless enthusiasm, determination and drive to inspire others to achieve high standards.	Essential
22. Self-motivated and resilient to the pressures of leadership.	Essential
23. A solution-focussed mind-set and determined "no-excuses" approach to raising standards.	Essential
24. A personable nature to build effective relationships with parents and all members of the school community.	Essential
25. A lively, creative and good-humoured approach to all aspects of teaching, management and leadership.	Essential

School Context

Tidemill Academy is an outstanding, two-form entry primary school situated next to the busy and diverse Deptford High Street. We have a long history of supporting other schools through London Challenge, work as a National Teaching School and now as the Lead school for Initial Teacher Training for REAch2. Our school is co-located with the golden Deptford Lounge building. We have great sports facilities, professional stage lighting and state of the art technology, classrooms & learning environments. We are now a key feature of the Deptford landscape and are symbolic of the wider regeneration sweeping through the area. Deptford is well-located, only 6 minutes from London Bridge and 11 minutes from Cannon Street by train, as well as being accessible by DLR (walking distance from Deptford, Deptford Bridge and New Cross stations). Deptford is also served by many buses.



Our playground, our football pitch on the roof and 'Treehouse'

Deptford has a rich maritime history, is accessible to Greenwich on foot and is well located to explore the many educational attractions of London and beyond. At the heart of Deptford and almost on our doorstep is the colourful market, the food and fruit and vegetable stalls highlighting the diversity of the local community. Although the school's main catchment area is in a deprived area of Lewisham, it is increasingly becoming a cultural hub with many exciting and well-known community projects such as Deptford X. There is a thriving arts scene with the Laban Dance Centre, a number of local galleries, studio spaces and the Albany theatre just a stone's throw away from the school.

Tidemill has a truly rich and diverse community. Culturally, our pupils are 85% other than white British. The ethnic groups most represented at Tidemill are Other Black African (21%), White British (15%), Black or Black British Caribbean (9%), White European (9%), Chinese (7%) and Somali (6%). At the last count, our pupils speak over 50 different languages. At Tidemill we have high levels of pupils receiving the Pupil Premium (45% currently). We have a very successful track record of supporting these pupils, often at least doubling the progress percentages of all pupils nationally. Our 2018 results for Reading, Writing and Maths placed us in the top 3% of all schools nationally for progress.

Vision

Our vision for Tidemill is clear; we believe that our children must have the best possible education in order to improve their life chances. This vision is met through our aims which are to:

- Equip children with the skills and attitudes needed to succeed in the 21st century
- Have high expectations of every child and value them as individuals
- Utilise creativity to promote life-long learning
- Celebrate diversity, challenge prejudice and bullying
- Provide a safe and supportive environment which empowers children to achieve their best
- Have strong, meaningful links with parents, carers and the local and global community

To achieve our vision, our focus is on a determined and relentless effort to raise standards within the context of high quality educational provision. There is a strong 'can do' ethos and the energy and vision to make a genuine difference to the lives of those in our whole school community. There is a clear understanding that the highest standards for children will only be achieved through the use of a wide range of focused strategies impacting on children as well as their families. Education, in the formal sense, is at the heart of this, but the time pupils spend at Tidemill in and beyond the core school hours include a wide range of enrichment opportunities targeting both pupils and parents. All of this is set in the context of a school where visitors regularly remark on the quality of positive relationships between and among staff and pupils.

Staff Benefits

Our staff team are exceptional and we reward them with additional benefits over and above the National Pay and Conditions in recognition of their dedication and commitment:-

- Outstanding CPD and opportunities to write and lead teaching programmes
- Interest free loans for bicycle purchase
- Staff children listed in the admission criteria
- Childcare voucher scheme

Staff Team and Structures

Tidemill enjoys generous staff/pupil ratios with full-time teaching assistants or Higher Level Teaching Assistants in all classes, specialist music, PE and art teachers to cover PPA and additional teaching staff providing interventions. KS2 children are taught Spanish by a specialist. We also have a counsellor within the school to provide a valuable therapy service to children experiencing difficulties. Our Fun & Well-Being Leader organises our playground activities at break-times (sports, free play, quiet zone, Rainbow club) and our extensive range of after school clubs.



Our fabulous staff team – World Book Day (actually World Book Week at Tidemill)

Team working is a noticeable feature of our school culture. Each phase, EYFS, KS1 and lower and upper KS2 are led by leaders who shape and develop the curriculum for their phase and organise many aspects of the day-to-day running of the classes. They are also well-positioned to be involved in quality assurance of provision, in the implementation of school policy and contributing to the school vision.

Subject leaders are well supported by the Senior Leadership Team and are instrumental in innovation and ensuring best practice in their areas. The school is well resourced. Subject leaders play a key role in developing the practice of peers and actively contribute to the school's CPD programme.

Speech, Language and Communication Resource Base

Tidemill has a well-established Speech, Language and Communication resource base (S&LRB). Consisting of a specialised teaching team including speech and language therapists, this resource has a huge benefit for all of our children, as well as to children joining us as part of the base. Many unique features of the teaching styles and approaches have been assimilated into our mainstream teaching. Children who attend the base also have a mainstream class that they generally return to for one afternoon per week, with adult support, to access lessons taught by specialists including music and PE.



Summer Production

Curriculum

Creativity has always been at the heart of Tidemill's well-established curriculum and our staff know that we get the best from our pupils when they have ownership and are totally engaged in their learning. We teach the exciting International Primary Curriculum (IPC). The IPC is a thematic approach with units as diverse as 'Saving the Rainforest', 'Young Entrepreneurs' and 'Chocolate'. It strives to develop pupil's empathy and an awareness of their place in the world. English and Maths follow the national curriculum but are integrated with foundation subjects, where possible.

Woven throughout our curriculum and explicitly taught are our agreed Tidemill Attitudes: curiosity; enthusiasm, creativity; respect; empathy; resilience; appreciation and honesty and our Tidemill Skills: communication, social, investigative, critical thinking and self-management skills. Pupils have a thorough understanding of these and they make a strong contribution to the excellent learning behaviours seen across the school. Alongside this, is our clear and effective Positive Behaviour policy which is operated consistently across the school. Children enjoy coming to school which is reflected in the high attendance levels which have been above national for at least ten years.



Key to strong performance

Parental support and involvement is a top priority and very important to our success. We have high expectations of parents and they come into school regularly to support their child. Parents enjoy the range of activities that we offer to enable them to enhance their children's education. This includes a range of very well-attended workshops such as Inspire Workshops, Reading and Phonics sessions, Stay and Play Mornings and specialist SEN Workshops. We also have a Family Liaison Officer who works with parents to provide support, as needed, and signposting to other services. To get a feel for the strength of parental support, please take a look at 'Parent View'.

Pupil Voice

Pupil voice and involvement is a significant aid to learning, through the formal structures of the School Council but also through the Pupil Advocates and in the quality of the pupils' responses to questionnaires and the enthusiasm they show about becoming involved in school improvement initiatives.

When we asked our children to tell us what they thought about their school, these are the words they came up with. Our children are amazing!



Academy Status

In September 2011, we became one of the first primary convertor Academies in London. We still have National Pay and Conditions, the same working hours and the same holidays and professional development days.....but now have links with schools in our local area as well as having a national network through joining REAch2, the largest primary only academy chain in the country. This has allowed us to develop positive networks with other schools and partners who support and challenge us. We work particularly closely with our cluster group made up of seven schools. Tidemill still has our own individuality, allowing us to meet the needs of our children locally, as well as having the benefit of working with the wider Trust.

The Future

These are exciting times for Tidemill and we are looking for exceptional experienced teachers, as well as capable and enthusiastic teachers early in their career who can be developed and nurtured, to join our vibrant team.



Tidemill is a busy, innovative school which has always worked flexibly with positions and start dates to secure the right staff. Please feel free to speak with the Head if you would like to discuss your career aspirations, start date or just to get a feel for whether the school is the right place for you.

Sounds like the school for you? Come in to have a chat!

Staff Comments

Cherisa Baugh, Speech & Language Resource Base teacher (KS2 classroom)



I have worked at Tidemill since 2018, firstly I joined as a mainstream teacher but over the past two years, I have been working in Tidemill's resource base as a SEN class teacher. As inclusion is an area I am passionate about; once I visited Tidemill I immediately knew that it was for me because inclusive practice is a key strength across the school. Another thing that I love about Tidemill, is that it has a great support network and you are encouraged to seek opportunities for professional and leadership development, which empowers and gives you the tools to strengthen your teaching practice. The ethos of Tidemill is what makes it special; every child is encouraged and supported holistically to meet their individual needs. This is even evident within the resource base, which makes working here so worthwhile and rewarding.

Sherita Barnett, Class Teacher (NQT)



I joined Tidemill in February 2016 as a Teaching Assistant in the Nursery. Tidemill was the first school I had worked in, but I immediately knew it was the one for me. I also realised that teaching was the career for me and my Phase Leader encouraged me to apply for School Direct. I was placed in KS1 for my training year and was provided with exceptional school based training sessions accompanied by weekly CPD. The training and support I received enabled me to complete my School Direct year with an 'Outstanding' grade and a strong feeling of self-accomplishment and confidence to take on my new journey. Now in my NQT year, I have continued to work in KS1 and still receive a great level of support and guidance. I could not have asked for a better experience and I am grateful to be surrounded by so many inspirational teachers. I feel very fortunate to be part of such a hardworking, motivated team and I look forward to continuing my journey here at Tidemill.

Laurence Hazel, Assistant Headteacher (Subject Leader Development)



I joined Tidemill in 2017 and was immediately welcomed by a professional, creative and inspirational team of staff. As soon as I joined, senior leaders ensured that I was equipped with the support and guidance I needed to develop my role in the school. Within my first term, I was able to conduct a writing audit across the school, lead CPD training and visit a local secondary to share the outstanding writing practice at Tidemill. Through these opportunities, I have been able to develop my professional practice and leadership skills. In addition to this, I have been encouraged to pursue further CPD to ensure I am constantly developed as a leader. Last year, I completed the National Professional Qualification for Senior Leaders (NPQSL). I am currently enjoying my new role as Assistant Headteacher. Tidemill is a supportive and positive school, where all staff are valued and encouraged to motivate one another and share best practice.

Sophie Hopkins-Taylor, EYFS Teacher & Eco Leader



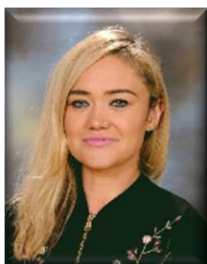
I joined the Tidemill team in September, 2018 as the Nursery class teacher. Immediately, I felt part of a supportive and enthusiastic team of staff, who go above and beyond for the children of Tidemill. I have since been given the opportunity to take on the new role of Eco leader which has allowed me to further my own professional development whilst creating something exciting for Tidemill's future. I have felt incredibly supported and inspired during my time here and feel very fortunate to work in a school that has created such a positive and professional atmosphere.

Helen Pettengell, Special Needs Co-ordinator (SENCo)



I came to Tidemill in 2014 and joined the Speech and Language Resource Base team. It was my first allocation as a specialist teacher after I achieved a Level 5 diploma in SpLD Dyslexia. Whilst on this programme, I developed my specialist knowledge and understanding for learners who have specific special educational needs and gained the skills required to deliver effective teaching to suit their learning styles. Working in Redwood (S&L resource base) allowed me to teach some of the most dynamic, interesting and inspiring pupils; they ensured every day was fun, creative and full of magic, memorable moments. Last year, I was given the opportunity to take the next step in my career – I am now the SENCo and have completed my National SENCo qualification, funded by the school. Working at Tidemill is unique for many reasons, but one great aspect is being able to share best practice with my colleagues and professionals from other schools.

Kerri-Anne Bannon, Assistant Headteacher (Teacher Development)



I joined Tidemill Academy in 2014 as a class teacher and MFL lead and immediately felt part of the team. Throughout my time at Tidemill, I have felt invested in as a professional, receiving great CPD such as being part of the Outstanding Leader Programme. I was promoted to LKS2 Phase Leader in 2015 and was supported by the school to achieve Specialist Leader in Education status (SLE) within the same year. In 2019, I was promoted further to Assistant Headteacher. I lead on the curriculum and teacher development. It is an extremely rewarding job filled with exciting opportunities, including working in collaboration with expert members of staff across our national Teaching School. Tidemill staff are highly motivated, creative and committed to providing an exceptional education for all children; our children are hardworking, resilient and a pleasure to work with. Tidemill is a centre of excellence and I feel extremely fortunate to work in a school in which I am continually developed as a practitioner, a leader and ultimately as a person.