

Seven Mills Recruitment Pack



STEM Leader and Teacher

April 2023

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Introduction

Welcome from the Chair of Governors



Being Chair of the Governors at a successful, community-centred school such as Seven Mills is a great honour and something that makes me feel very proud.

The governing board works extremely hard to support the headteacher, staff and pupils to create a safe and inclusive environment that is based on our core values: ambitious, compassionate and empowered. As Chair of Governors, I work with the governing board to support the school by helping to set our vision, ethos and strategic direction and to ensure staff are delivering on these so that all pupils get the very best education we can offer.

Learning does not begin and end at the school gates. Parents and carers play a vital

role in children's development and it is only by working in partnership with them that we can ensure every child reaches their full potential.

Jill Baker - Chair of Governors cog@sevenmills.towerhamlets.sch.uk Seven Mills Primary

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Ambitious, Compassionate & Empowered Welcome from
the Headteacher

At Seven Mills, we believe that our children sit at the heart of everything we do.

We are a community school and our school encompasses all that this means. Our close links with families and the local area ensure we provide a relevant, community-based education with a global outlook. We strongly believe that our children deserve the best opportunities in life and education and we sit in the unique position to be able to offer this. Providing an inclusive education for all underpins the values we hold at Seven Mills. We want all our children to be ACE - Ambitious, Compassionate and Empowered - an education at Seven Mills will be exciting, experiential providing the children with a real moral purpose.

I am privileged to lead a fantastic team where everyone, from our premises team through to our teachers, have the children's best interest at heart and provide a fantastic, creative and exciting education for our children. We are looking for an outstanding practitioner to join our team and lead on the care for our pupils.

We warmly invite you to visit our school to see how our values and ethos work in practice. Please contact the school admin@sevenmills.towerhamlets.sch.uk or 0207 987 2350 to arrange a visit.



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Recruitment

Process Details

STEM Leader and Class teacher

Fantastic Opportunity for an outstanding teacher with a passion for science and technology

(MPS and TLR2B)

Seven Mills Primary School is seeking to recruit an ambitious and innovative leader to develop and lead the STEM provision at Seven Mills Primary School. The post-holder will play a significant role in formulating, articulating and delivering our STEM curriculum, including leading on Science, Computing and DT.

We are a popular, friendly, inclusive primary school in a vibrant East London community, located just five minutes walk from Canary Wharf. Our school places children at the centre of everything we do and endeavours to ensure that every child feels safe, supported, happy, enthused and challenged. Our children are empowered to excel, through providing exciting, experiential learning, rooted in equality of opportunity.

Seven Mills thrives through the support of our families, the commitment of our staff, the enthusiasm of our children and the collaboration with neighbouring schools.

We can offer:

- Compassionate, well-behaved children who enjoy learning and are motivated to

do well.

- A welcoming, experienced staff team, who are creative in their ideas and empowered to take risks.
- An ambitious and experienced leadership team who are committed to supporting and developing all staff through coaching and CPD.
- An exciting, experiential curriculum that encourages curiosity, exploration and creativity.

Visits to the school are strongly recommended.

Further information, an application pack or to arrange a visit please contact Nazma Ghani on 0207 987 2350 or admin@sevenmills.towerhamlets.sch.uk or <https://www.sevenmills.towerhamlets.sch.uk/vacancies/>.

If you would like more information, please contact the headteacher at tfoster@sevenmills.towerhamlets.sch.uk to arrange an informal discussion of the role.



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Supporting statements should refer to the person specification and should be no longer than 2 sides of A4 in Century Gothic font size 10.

All applications must be sent to jobs@sevenmills.towerhamlets.sch.uk

Start Date: September 2023

Closing Date: Monday 5th June at 09:00

Shortlisting: Monday 5th June

Interviews: Wednesday 7th June



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Seven Mills Vision and Values

OUR VALUES



Each class is named after a different person who embodies our values. This changes each year and is linked to a particular theme such as civil rights leaders, architects or authors. This year we have explorers as our theme:

Nursery Isabella Bird
Reception Ernest Shackleton
Year 1 Abu Bakari
Year 2 Amelia Earhart
Year 3 Gertrude Bell
Year 4 Buzz Aldrin

Year 5 Ibn Buttatu

Year 6 Woni Spotts



Wharf lies a community that has been here for generations. This community, our community, historically depended on the docks and the river for their livelihoods and were known as the Islanders. Islanders have lived here since before the First World War and survived the Blitz of World War II. After the war, council housing was built all over the island to replace homes that had been destroyed. The Barkantine Estate was built to create a "modern and spacious environment in which people could play and live". By the late 1960s, the estate was

underway, with a temporary primary school located at the

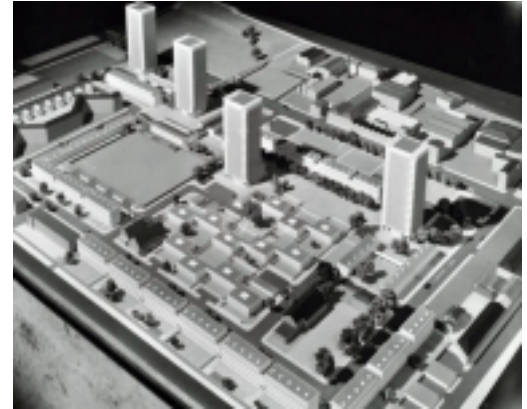
heart of it. That was Seven Mills. The recession of the 1980s

and the development of the financial centre at Canary Wharf

in the 1990s has seen the island change dramatically. But

throughout that time, Seven Mills Primary School has been a

central part of the community and is now home to a new generation of Islanders.



Originally built alongside the Barkantine Estate in 1967, Seven Mills was named after the seven windmills which once stood on the western side of the Isle of Dogs over 300 years ago. Now in it's 53rd year, below are just some of the significant dates in our history:

- Opening ceremony in 1968
 - Seven Mills has always had a strong relationship with our neighbouring schools and in 1994, our children visited a building site on Westferry Road and helped officials lay the first stone of the new **Arnhem Wharf** school.
 - Seven Mills children met Queen Elizabeth at the opening of Billingsgate Market
- In 1996, the **IRA bombing** at South Quay DLR Station shook the foundations of Seven Mills, blowing out the windows of our school hall.
- For the turn of the millennium in 2000, Seven Mills, alongside the British Legion, attended the **Millennium Dome**
- In 2004, our **Nursery extension** was developed and our off-site EYFS unit at Mellish Street moved to join the rest of the school.
- In 2005, Seven Mills children performed in a gymnastics and dance display at Trafalgar Square to represent the 'Best of British' at the announcement of London's successful Olympic bid



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- In 2006, then Prime Minister, **Tony Blair** visited the school, taking part in a phonics lesson and listening to children read.
- In 2017, we celebrated our 50th Anniversary
- In 2018, our annexe was completed and is now home to a brilliant parents' room and dedicated Music classroom
- In 2020, extensive building work created a new EYFS unit, with Reception and Nursery sharing an exciting, specialist space and a newly refurbished library and KS2 classroom

School Improvement Plan 2022/23

Our commitment to CPD

We believe that all staff at Seven Mills are on a continual cycle of improvement and development and we have heavily invested in CPD to ensure that this happens. The purpose of Continuous Professional Development is to **empower** the staff at Seven Mills to develop their existing teaching and learning knowledge and skills. We aim to ensure that all staff feel confident in their role to **ambitiously** trial new teaching ideas in practice in order to improve the overall quality of teaching and learning across the school.

All staff have an opportunity to utilise the CPD on offer to develop their knowledge and skills, as well as increase their capacity to be positive role models to pupils as lifelong learners.

Seven Mills actively encourages staff to keep up to date with new changes to the national curriculum, teaching legislation, technology and working practices. We also aim to equip staff with the tools they need to deliver high quality teaching and learning at all times and to cope positively with a fast changing workplace.

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Teaching and Learning



At Seven Mills our teaching and learning:

- Offers rich, varied and exciting learning opportunities for all children.
- Develops children's confidence, independence and ability to work collaboratively.
- Raises attainment and drives good progress for all children.
- Develops children's awareness and ability to be critical of their own work and the work of others.
- Develops a supportive and positive adult learning environment where ideas for teaching practice are openly shared and tried.
- Encourages teachers to actively engage in their on-going professional development by critically reflecting on and adapting their own practice.
- Engages teachers in a systematic process of collaboration in which teachers work together to analyse and improve their classroom practice
- Raises teacher's awareness of the research that exists around teaching styles, strategies and various subject areas.

Curriculum

At Seven Mills, our curriculum vision was created by our teaching staff, and is based on

our belief in **personalised learning, ambition, compassion** and **empowerment**. We deliver this by:



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- Providing a challenging curriculum for all, alongside personalised planning to meet children's specific needs.
- Sequencing children's acquisition of skills through rigorous progression mapping that builds on prior knowledge.
- Developing the whole child, through a broad and balanced curriculum, alongside breadth of experience and opportunity.
- Being outwardly looking, by making relevant links to our community, our country and the wider world.
- Being forward looking, by exposing children to a range of possible career paths and developing essential life skills.
- Promoting equality and respect for others, with a particular focus on gender equality and inclusivity.

Inclusion

Seven Mills is proud to be an inclusive school, committed to providing quality education to all students, regardless of special educational need or disability. To that end, we invest significantly in our SEND provision, offering a resource base for children with ASD lead by our specialist teacher, a comprehensive package of interventions led by a dedicated member of staff, a private speech and language therapist and two TAs trained in SEMH interventions. In addition, have high expectations of our teaching team in order to deliver personalised curricula and quality first teaching strategies.

Specialist teachers



At Seven Mills we have a real commitment to the arts and outdoor education in order to ensure the children have a truly broad and balanced curriculum. To this end, we have a specialist teacher for music who takes music curriculum lessons as well as



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instrument lessons and singing assemblies. We also have a specialist PE teacher who teaches all the PE alongside our table tennis coach. As a Spanish speaker, one of our HLTAs teaches Spanish across the school. Finally, we have a librarian from Tower Hamlets library service who comes once a week to lead library sessions for all children. Having these specialist teachers ensures that experts in their fields can really bring the curriculum to life for all the children.

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Staffing Structure

Tom Foster

Matthew Tranter
Nicole Philpotts Maddy Tee

KS1 ASD Provision	Sarah Riddleston	Joanne Hafiza Chloe

Nursery	Katy Darby Kellie Diane Fahima Shah Shahana
Reception	Maddy Tee Katie Annie Owen (HLTA)
Year 1	Marjana Tarofdar Eleanor Sara Chloe
Year 2	Ayesha Patel-Ali Katie Hafiza Kimberely
Year 3	Farjana Aktar Tracey Annie
Year 4	Sabina Khanom Kimberley Kim



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Year 5	Noreen Ahmad Victoria (HLTA)
Year 6	Nicole Philpotts



At Seven Mills, we

define wellbeing as 'a state of being physically, socially and emotionally cared for'; 'being comfortable, healthy and happy'; 'being resilient and able to cope with challenges'.

The biggest asset Seven Mills has is its staff; the biggest asset they have is their health and wellbeing. At Seven Mills we aim to identify ways in which we can work together to make sure our school is a safe, caring and happy place to work which enhances individual wellbeing, through personal fulfilment and professional identity.

We believe that this will in turn benefit our pupils and our community. We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives.



At Seven Mills we aim to promote a healthy work-life balance for all staff, where hard work and dedication, as well as the challenges of working in the context of a one form entry school, are recognised.

We aim to do this by:

- Producing calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.
- Offering additional PPA / non-contact time through library sessions and additional discretionary cover.
- Allowing PPA to be taken at home where possible
- Employing specialist teachers to cover PE, music, library and table tennis. ● Investing in staff CPD, including professional and academic qualifications, such as NPQML, NPQSL or Masters courses.
- Investing in the Tower Hamlets Education Partnership (THEP), silver package and membership to the National College of Education.
- Offering planning support and subject leader days with our subject leaders and SLT.
- Reducing workload:
 - No expectation to mark every piece of learning or write extensive comments.
 - No expectation for formal written lesson plans, unless requested by SLT.
 - PPA cover teachers plan, mark and assess their own lesson.
 - No formal lesson observations
- Engaging staff in annual wellbeing questionnaires to listen to and identify their needs.
- Enforcing the rule that no emails should be sent out before 07:00, after 18:00pm or at the weekends.
- There is no expectation for staff to respond to emails or carry out work outside of typical school working hours (07:00 - 18:00).
- Having an SLT team that teach - we believe that having members of the SLT on the ground, experiencing the day to day pressures of teaching, is the best way to ensure we don't lose sight of the demands and pressures of working in a one form entry school.
- Offering easy access to occupational health/professional mental health support where necessary.
- Offering staff meeting time to complete specific tasks, such as medium term planning, action planning and theme week planning



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- Encouraging staff to join our wellbeing team, who meet once a half-term to review the implementation of our wellbeing policy.



Job details

Job title: Class teacher and STEM Leader – primary school

Salary: MPS/UPR + TLR 2B

Contract type: full-time, permanent

Reporting to: Deputy Headteacher

Main purpose

The teacher will:

- To assist in the promotion, direction and oversight of the highest of standards of teaching and learning, pupil achievement and progression in STEM and supporting the new Curriculum
- **To lead on science, computing and DT** and support the Maths leader
- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

Qualities

The teacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

Duties and responsibilities

Teaching, Learning and Assessment

The teacher will:

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- To provide a model of excellent classroom practice for all staff to raise the standard of teaching and learning within their subject
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment



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- Adapt teaching to respond to the strengths and needs of pupils ●
- Set high expectations which inspire, motivate and challenge pupils ●
- Promote good progress and outcomes by all pupils
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external tests

Whole school organisation, strategy and development

Under the direction of the headteacher or deputy headteacher, the teacher will: ●

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- To assist in the promotion, direction and oversight of the highest of standards of teaching and learning, pupil achievement and progression in STEM and supporting the curriculum
- To take overall responsibility for the leadership of STEM, including liaising and working with other leaders
- To ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the School.
- Make a positive contribution to the wider life and ethos of the school ● Work on curriculum and pupil development to secure co-ordinated outcomes ● Provide cover, in the unforeseen circumstance that another teacher is unable to teach

Additional and special educational needs and disabilities

Under the direction of the headteacher or deputy headteacher, the teacher will: ●

- Promote cultures and practices that enable all pupils to access the curriculum ●
- Have ambitious expectations for all pupils with SEN and disabilities ● Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Health, safety and discipline,

Under the direction of the headteacher or deputy headteacher, the teacher will:

- Promote the safety and wellbeing of pupils



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- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional development

Under the direction of the headteacher or deputy headteacher, the teacher will:

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching ●

Where appropriate, take part in the appraisal and professional development of others

Communication

- Communicate effectively with pupils, parents and carers

Working with colleagues and other relevant professionals

Under the direction of the headteacher or deputy headteacher, the teacher will: ●

Collaborate and work with colleagues and other relevant professionals within and beyond the school

- Develop effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality ● Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Leadership Responsibilities

Under the direction of the headteacher or deputy headteacher, the teacher will: ● To develop, deliver and implement a vision and development priorities for our S | TEM, in line with our school ethos

- To lead and manage individual STEM learning programmes and coordinate the development of a cohesive and effective long-term plan in your subject areas to ensure that medium-term planning meets all National Curriculum requirements



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- To disseminate information to the staff and provide INSET to promote staff development and improve classroom practice
- To attend relevant training, participate in research, and share knowledge, skills, expertise, and enthusiasm with colleagues, including information from local & national sources
- To lead and attend team and staff meetings
- To plan an annual calendar of extra-curricular, enrichment, trips and other activities which enhance enjoyment of learning collaboration with other curriculum areas
- To be a member of the middle leadership Team to promote the development of STEM through collaboration with colleagues
- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down
- To provide professional leadership for teachers and support staff in their understanding of the STEM agenda
- To update the Head Teacher and school improvement committee on the effectiveness of provision for STEM
- Be a reflective leader, displaying professionalism and commitment to all areas of school life.

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.



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Specification
STEM Leader and Class Teacher

Qualified Teacher Status x	
Evidence of continuous professional development x	
Masters or further study	x
Experience of leading a subject area	x
Experience of working in an multi-cultural school x	
Experience of working with children of varying needs x	
Experience of leading a team	x
An in depth knowledge of the Primary National Curriculum x	
Knowledge of how to devise an engaging and experiential curriculum. x	
Knowledge of a range of assessment procedures, including formative and summative. x	
A clear understanding of the essential strategies for improving the quality of learning and teaching in primary schools. Knowledge of how to create a secure, happy and stimulating x	x

environment, including the management of behaviour.		
Knowledge of how to promote inclusion and support all children within a class.	x	
Good ICT skills, particularly using ICT to support learning	x	
Specialist skills that contribute to the school's cross-curricular and extra-curricular provision.		x
Commitment to the school's vision and values	x	
A passion for STEM subjects	x	
Personal "presence" and confidence; warmth and sensitivity: flexibility and maturity of approach; enthusiasm and a sense of humor	x	
A commitment to getting the best outcomes for all pupils	x	
High expectations for children's attainment and progress	x	
Ability to work supportively within a team, under pressure and to prioritise effectively	x	
Willingness to engage in both internal and external professional development opportunities	x	



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Skill with communicating effectively with staff, parents, governors and outside agencies	x	
Commitment to safeguarding and equal opportunities.	x	
High standards of professionalism, integrity and use of initiative	x	
Ability to work in a way that promotes the safety and wellbeing of children		
Willingness to be involved in the wider school community.		