

THE SKINNERS'  
KENT ACADEMY



PRIDE IN OUR SUCCESS

## TEACHER IN CHARGE OF EARLY CAREER TEACHERS

**Information for Candidates**

**January 2022**

We reserve the right to make an appointment before the closing date, so early applications are encouraged.

# INTRODUCTION FROM THE PRINCIPAL



Dear Colleague,

**I am delighted that you are interested in a position with The Skinners' Kent Academy Trust.**

The Skinners' Kent Academy is a non-fee paying, co-educational, all-ability Secondary school. The Academy is funded by the DfE and sponsored by The Skinners' School, a grammar school for boys together with the Skinners' Company, one of the 'Great Twelve' livery companies of the City of London.

The Academy is founded on the principles of a commitment to ensuring high standards and high aspirations, of active participation, an emotionally rich learning environment and an inclusive culture where every child is known and every learner supported.

The main aim of the Academy is to provide the highest quality of education for students, in Year 7 to Year 11 and the Sixth Form. The Academy is committed to both raising and reflecting the aspirations within the local community and in doing so, providing high quality education and social and economic benefits for all.



The Academy moved into its state-of-the-art new building in April 2013 providing truly outstanding facilities, not only for the Academy's students and staff but also for the wider community. The Academy is consistently a popular choice of parents and continues to expand due to the demand for places. Having been oversubscribed in Year 7 since 2014, in September 2019, at the request of KCC, the Academy agreed to take an additional 60 students in Year 7 and agreed to do the same for September 2020. We are delighted that even more students are able to benefit from the exceptional learning environment and opportunities the Academy provides.

In September 2015 the Skinners' Kent Primary School opened and became part of the Trust, relocating to its new site at Knights Wood and is the newest member of The Skinners' family of Schools.

Our schools are supported by an experienced specialist Trust Central Team, providing high quality Finance, HR, Estates, Catering and IT support which ensures smooth running and cost effectiveness. Our Governors seek to ensure that all our young people receive a truly inspiring education and their support, challenge and expertise is greatly valued.

We aim to find and develop everything that is exceptional in each child and let it flourish within a framework of high expectations. We strive to motivate and inspire our students to achieve of their very best and to set course on the brightest of futures. If you have similar aspirations for young people and want to work within a dynamic learning environment where innovation and collaboration are valued, staff development and wellbeing an integral part of the way we work and where the highest standards of everyone in our school communities are expected at all times, then we would be very interested in receiving an application from you.

**Miss Hannah Knowles**  
**Principal**  
**The Skinners' Kent Academy**



# THE SKINNERS' KENT ACADEMY TRUST



**The Skinners' Kent Academy Trust is supported by its original sponsor The Skinners' School, a grammar school for boys in Tunbridge Wells, and The Skinners' Company, one of the original 'Great Twelve' London livery companies.**

The Skinners' Company has a long experience of establishing, running and supporting excellent schools, notably in West Kent. The Company is now responsible for seven schools: Tonbridge School, The Judd School in Tonbridge, The Skinners' School, The Skinners' Kent Academy (SKA) and Skinners' Kent Primary School (SKPS) in Tunbridge Wells, Skinners' Academy in London and The Marsh Academy in Folkestone. Skinners' Kent Primary School, which opened in September 2015 is the newest school in the family. It is part of The Skinners' Kent Academy Multi Academy Trust, set up in 2015 to incorporate the primary school with the secondary academy. It opened initially on The Skinners' Kent Academy site, but moved to its own new building in the North Farm area of Tunbridge Wells in September 2016.

The Skinners' Kent Academy is an International Baccalaureate World School, currently offering the Middle Years IB programme (MYP) and the International Baccalaureate Career-related Programme (IBCP).

Skinners' Kent Primary School works alongside The Skinners' Kent Academy to provide an all-through IB ethos by delivering the International Baccalaureate Primary Years Programme (PYP). The Academy also provides support and specialist facilities to the Primary School. The IB is underpinned by a philosophy and determination to develop internationally minded people who recognise everyone's common humanity and are ready to share responsibility to create a better, more peaceful world. The IB Learner Profile is at the heart of our educational philosophy and encourages our pupils and students to be inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open minded, well balanced and reflective.

The Multi Academy Trust (MAT) is governed by a MAT Board, the majority of whose members are also members of the Skinners' Company. The MAT Board determines the vision and strategy for the Trust, and has responsibility for its financial security and probity as well as ensuring the organisation provides excellent value for money in delivering an outstanding education for its students and pupils. Four Committees support the work of the MAT Board, and these comprise a MAT Staffing and Pay and a MAT Finance and Resources Committee as well as a Local Governing Body for both SKA and SKPS.



# OUR VISION AND VALUES



**The Skinners' Kent Academy Trust is founded on the principles of a culture of high standards, high aspirations and active participation, an emotionally rich and inclusive learning environment where every child is known and every learner supported.**

We take pride in our success and to achieve this we set high standards with clear expectations. We focus on encouragement, underpinned by good discipline.

Our mission is clear – to develop a passion for learning and achieving. The Skinners' Kent Academy Trust seeks to create, develop and maintain an education that focuses on providing opportunities for success for all and celebrating the achievements of everyone in all aspects of life within the Trust. In particular we wish to

support young people to recognise the potential that they have, and then to fulfil the achievements of everyone in all aspects of life within the Trust. In particular we wish to support young people to recognise the potential that they have, and then to fulfil that potential through every stage of their learning journey.

Staff, students and parents work together to ensure that pride in our success means:

- pride in **our work**;
- pride in **our behaviour and attitude**;
- pride in **our attendance and punctuality**;
- pride in **our uniform and the way we look**;
- pride in a **commitment to learning and achievement**; and
- pride in **our contribution to our community**.





# ROYAL TUNBRIDGE WELLS



**Over 400 years ago a natural spring welled up from the ground and it was named 'The Tunbridge Wells' (the wells near Tonbridge).**

Today our charming historic town, only 30 miles south east of London and a 45 minute train ride from the capital, is close to the unspoilt beauty of the surrounding High Weald Area of Outstanding Natural Beauty (AONB) and boasts the elegant charm of The Pantiles. For years Queen Anne visited, but when Queen Victoria made the town part of her regular holiday sojourns 'Royal' Tunbridge Wells, the town, came into being, hence the addition to the original name.



Royal Tunbridge Wells is highly accessible with excellent schools and a wide range of places to live and types of accommodation, both locally and a short distance away amidst the rolling hills, picturesque villages of Kent and East Sussex, ancient woods and open heaths. The area is well known for its world-famous gardens, fairy-tale moated castles and mellow country manors. The coast is also a short drive south. Tunbridge Wells is at the hub of a series of roads, the primary ones being the A26, which runs from Maidstone to Newhaven; the A264, which runs from Five Oaks to Pembury (via Crawley and East Grinstead); and the A267, which runs south from Tunbridge Wells to Hailsham. The A21 passes to the east of the town, following the route of its turnpike ancestor, from London to Hastings.

Many professional people move out of London into the area to enjoy the excellent living environment and quality of life whilst also having all the convenience of the major high street and local shops and selection of first-class restaurants, bars and cafes nearby.

# JOB PROFILE



## Teacher in Charge of ECT's

The Academy is looking to appoint an excellent practitioner who has the knowledge and experience to oversee and support the Academy's Early Career Teachers (ECTs). Working closely with one of the Academy's Assistant Principals, they will support our ECTs to engage fully within the Early Careers Framework. The Academy is part of the Kent Teaching School Hub, partnered with Ambition Institute and provides high quality Early Career Support. The successful candidate will support and guide the Academy's ECT mentors, supporting them in order to ensure ECTS have a blend of flexible self-study and face-to-face learning opportunities.

This role would suit a candidate who is ambitious, understands the importance of research with education and is seeking to develop their understanding of whole Academy Teaching and Learning.

Teaching specialism is preferred in the following subjects but is not essential: Science, Mathematics, Modern Foreign Languages, English.

## Teacher in Charge of ECT's

**Salary:** MPS / TLR 2.2

**Responsible to:** Assistant Principal, Curriculum, Progress & Learning

### Specific duties:

#### Job Purpose

- To raise standards at the Academy through the delivery of the Academy Improvement Plan.
- To support the Assistant Principal: Curriculum, Progress and Learning in contributing to the overall leadership and management of the ECTs.
- To support actively the vision, ethos, culture and policies of the Academy and to take corporate responsibility for delivering this vision.
- To be responsible for the learning and progress of ECTs and work to support their mentors in this regard.
- To lead in areas of core responsibility surround ECT development, as designated by and agreed with the Assistant Principal: Curriculum Progress and Learning.
- To liaise with the Ambition Institute and KTSH to develop a first class, broad and balanced training programme that will raise standards and have a positive impact on the ECTs and their development.
- To work to the professional duties set out in the School Teachers' Pay and Conditions Document and meet all requirements as appropriate in the Teachers' Standards
- **Key Responsibilities in support of the ECTs and their mentors:**
  - To oversee the monitoring and evaluation of ECTs progress in collaboration with KTSH and the steplab software usage. To report any concerns to the ECF Lead (Assistant Principal: Curriculum, Progress and Learning) with regard to progress and development of ECTs.
  - To ensure the provision of an appropriately broad, balanced, relevant and current training provision for ECTs in accordance with the Ambition Institutes guidance in relation to the ECF.
  - Explicit link to Teaching & Learning team with links to ECTs and Mentors only?
  - Lead on when appropriate in-house ECT programme for ECT to support the work delivered by the appropriate body & the lead provider.
  - To support the ECTs and their mentors to align positively with the aims of the Academy Improvement Plan to ensure contributions even in the early stages of career development support the wider vision and direction of the Academy.
  - To provide regular feedback for ECTs and/or their mentors in a way which recognises good practice and supports their progress.
  - To review and monitor the delivery of mentoring ECTs via Steplap and meetings across the Academy in line with the KTSH deadlines.
  - To ensure all ECT mentors understand, and are actively implementing, the key aspects of the ECF.
  - To support any Heads of Subject with ECTs to fully understand the ECF and the needs of ECTs within their subject areas and ensuring that HoS are supporting mentors where necessary.
  - To ensure effective communication/consultation as appropriate with the ECF Lead, KTSH, DFE and KCC.

# JOB PROFILE



- To monitor the effective application of ICT systems that ECTs and their mentors need to use e.g. Steplab and Google classroom.
- To ensure that all mentors and ECTs attend all relevant statutory training as expected by KTSH and Ambition Institute.
- **Additional Duties**
- To comply with policies and procedures relating to the ECF, by making sure all observations, learning walks and formal meetings are all taking place.
- To develop constructive relationships and liaison between managers/teaching staff and support staff and lead by example.
- To develop positive relationships and communicate with other agencies/ professionals working within and outside the Academy community.
- To work flexibly to promote training and personal development of mentors and ECTs which enhances learning opportunities for all.
- To engage in relevant continuous professional development opportunities and performance management arrangements as an ECT induction coordinator.
- To assist in the preparation and review of Academy Policy documents in relation to ECTs and their mentors.

To undertake other duties as may reasonably be assigned by the Academy Trust, recognising that the duties of this post may vary from time to time without changing the general character of the post or level of responsibility.

# PERSON SPECIFICATION



Criteria	Essential	Desirable
<b>Education, training and qualifications</b>	Graduate or equivalent, Qualified Teacher status.	Evidence of relevant and challenging continuing professional development, specifically subject leadership and management training.
<b>Knowledge and experience</b>	Proven record of sustained and successful mentoring and ideally middle leadership and management within at least one secondary school.	Previous experience of supporting ITTs/ECTs within and outside of subject specialism
	Proven record of improving standards of teaching and learning within subject within at least one secondary school.	Awareness and understanding of current legislation relating to teacher development and a proven record of actively promoting high quality CPD for teachers
	Evidence of excellent classroom practice and clear demonstration of the ability to mentor/coach/model best practice to others.	Successful experience of developing targeted intervention strategies based upon poor performance data to accelerate teachers progress and development.
	Awareness of major developments in the Early Career Framework and educational research, especially in regard to initial teacher training and early career pathways, and knowledge and understanding of models and theories of instructional coaching.	Evidence of engaging with external specialists to supporting training needs of ECTs.
	Proven record of developing teachers within a subject discipline and fostering appropriate professional relationships which allow both support and challenge.	
	A strong understanding and commitment to the Academy vision	
	Evidence of understanding complex child protection and safeguarding matters and the actions required to comply with national policy which is shared and explained with ECTs.	



# PERSON SPECIFICATION



Criteria	Essential	Desirable
<b>Knowledge and experience con't..</b>	Evidence of translating policy into effective practice and keeping up to date with research in teacher development and national education policy.	Good knowledge of relevant health and safety legislation as appropriate
	Evidence of working effectively and establishing positive relationships with a range of internal and external stakeholders	Knowledge and understanding of the principles of assessment and effective record keeping and their use to promote the development and progression of the ECTs.
<b>Essential skills and abilities</b>	Ability to contribute to colleagues' professional development.	
	Well developed planning, organisational and interpersonal skills.	Analytical, flexible and innovative thinker
	Excellent written and verbal communication skills.	
	Ability to work to deadlines under pressure.	
<b>Personal qualities</b>	Commitment to high educational, professional and personal standards.	
	Understanding of the importance of maintaining confidentiality.	
	A flexible approach to work, including a sense of humour	
	Commitment to equal opportunities and valuing diversity.	

# APPLICATION AND CANDIDATE SELECTION PROCESS: OUR CANDIDATE CHARTER



We 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.

## We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will 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; and
- 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; and
- prepare yourself for interview and let us know how we can support you.

## Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding You** will be given everything you need to make informed decisions
- **Showcasing talent** We will 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.





# SAFER RECRUITMENT IN EDUCATION: INFORMATION FOR APPLICANTS



**The Skinners' Kent Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.**

The aims of our Safer Recruitment Procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

## **What we will provide**

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- a Skinners' Kent Academy Trust application form

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.



## **References**

References will be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

## **Interviews**

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

## **Pre-employment checks**

An enhanced DBS check is required for all successful applicants.

Prohibition and overseas checks will also be completed if necessary.



# HOW TO APPLY



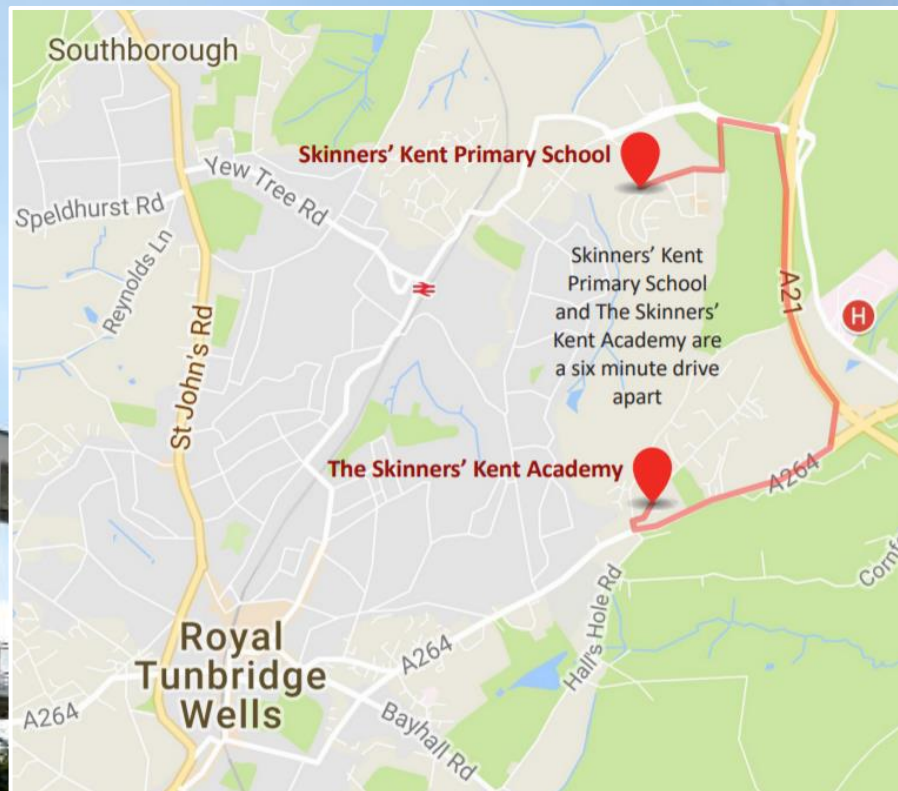
The closing date for applications is **Monday 31 January 2022 at 12 noon** with interviews commencing in the week beginning **Monday 7 February 2022**.

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- Further information about the role and an application form can be found on our [TES page](#).
- The Skinners' Kent Academy Trust will reimburse reasonable travel and accommodation costs to candidates attending interviews. You should retain copies of all receipts in relation to expenses incurred

For more information about this position, or to have a confidential discussion about the role, please contact Lorraine Barden, HR Manager, on **01892 553031**.

**We look forward to hearing from you**





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**The Skinners' Kent Academy**  
Sandown Park  
Tunbridge Wells  
Kent TN2 4PY

01892 534377  
info@skinnerskent.org.uk  
www.skinnerskentacademy.org.uk



**Skinners' Kent Primary School**  
The Avenue  
Knights Wood, Tunbridge Wells  
Kent TN2 3GS

01892 553060  
info@skps.org.uk  
www.skps.org.uk

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