

Windhill21

# Recruitment Information Pack

Teacher

September 2024



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## Welcome from the Executive Headteacher

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Dear Applicant

Thank you for your interest in this post. I am delighted to have this opportunity to provide you with some details about our school and information about the post.

Windhill21 is an academy where every child is valued; a school which ignites the spark of curiosity, creativity and individuality. It is through our inspirational teaching and a culture of possibility that the children at Windhill21 achieve their potential. We believe that a 'growth mindset' attitude is essential; a belief that hard work and effort leads to success, not just natural talent or ability. Our outstanding OFSTED report (October 2018) and exceptional academic standards are only part of the story. Through dynamic teaching methods and an inspirational ethos, our children will inherit a lifelong zest for learning; building high self-esteem and a strong determination to succeed. The children at Windhill21 are encouraged to explore, invent and create. By steering their natural curiosity, we inspire children to be confident, bold and resilient, needing challenge.

We live in a global society and it is imperative that young people have an understanding of how their actions and choices impact on the lives of others. Our children represent our diverse community and we value the children's varied contributions. With this in mind, we are committed to developing an inquiry based international curriculum at Windhill21.

Alongside this, we recognise that ICT is progressing at an ever accelerating rate with the capability of exciting and enhancing our curriculum. Come and see our impressive range of technology we offer and how it is used to enthuse, inspire and immerse the children in their learning.

The strong team of Windhill21 consists of outstanding staff and governors who work tirelessly together using their expertise, enthusiasm and experience to move our school forward. Our dynamic approach and dedication will ensure continuing rewards for Windhill21. Rigour and accountability will be maintained along with a will for everyone, pupils and staff alike, to continue to enjoy success.

If the idea of working at Windhill21 excites you and you feel you have the skills detailed in the person specification, we will be delighted to receive your application.

Yours faithfully



Philippa Moore

## Job Description: Teacher

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Pay grade:	Upper Pay Scale
Responsible to:	Executive Headteacher and Head of School
Start Date:	September 2024

### Purpose of the Role:

To deliver high quality teaching and learning to pupils who are assigned to the post holder.

### Context

The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise. All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils.

All teachers, except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager.

Teachers in the upper pay scale can be expected to make a particular contribution to building team commitment in line with the statutory requirement to meet threshold standards.

### Main Duties

Undertake all the duties of a qualified teacher as described in the School Teachers' Pay and Conditions Document (STPCD). The duties listed below are not, therefore, an exhaustive list of what is required.

### Teaching and Learning

- Teach clearly structured lessons which maintain pace and interest, and challenge and motivate pupils.
- Establish a safe and stimulating learning environment, where pupils feel confident and safe.
- Demonstrate a good knowledge and understanding of the curriculum.
- Mark and assess pupil's work, using different assessment and monitoring strategies, evaluating pupil progress towards the planned learning objectives.
- Plan whole class and collaborative lessons which interest and include pupils from all backgrounds.
- Identify clear and challenging teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught. Set clear targets for pupils' learning, building on prior attainment.
- Set appropriate and demanding expectations for pupils' learning and motivation.

- Ensure effective teaching of whole classes, groups and individuals in order that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time available.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and effective and efficient use of resources.
- Have a clear understanding of all pupils' needs, including varying levels of ability, special educational needs and disabilities (SEND), and pupils who may have learnt English as an additional language.
- Identify pupils who have special educational needs and know where to seek help in order to give positive and targeted support. Implement and maintain records on Individual Education Plans.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships, in accordance with the school's behaviour policy.
- Maintain a safe, effective and creative learning environment.
- Build and maintain good relationships with parents.
- Set a good example to pupils, demonstrating the positive attitudes, behaviours and values which are expected of pupils.

#### **Relationships with Parents and Wider Community**

- Prepare and present informative oral and written reports to parents.
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples.
- Understand the need to liaise with appropriate staff and external agencies responsible for pupils' welfare, as required.
- Engage in a positive working relationship with professional colleagues and support staff, external advisers and specialist support staff, external agencies, suppliers and contractors.

#### **Management of Own Performance and Development**

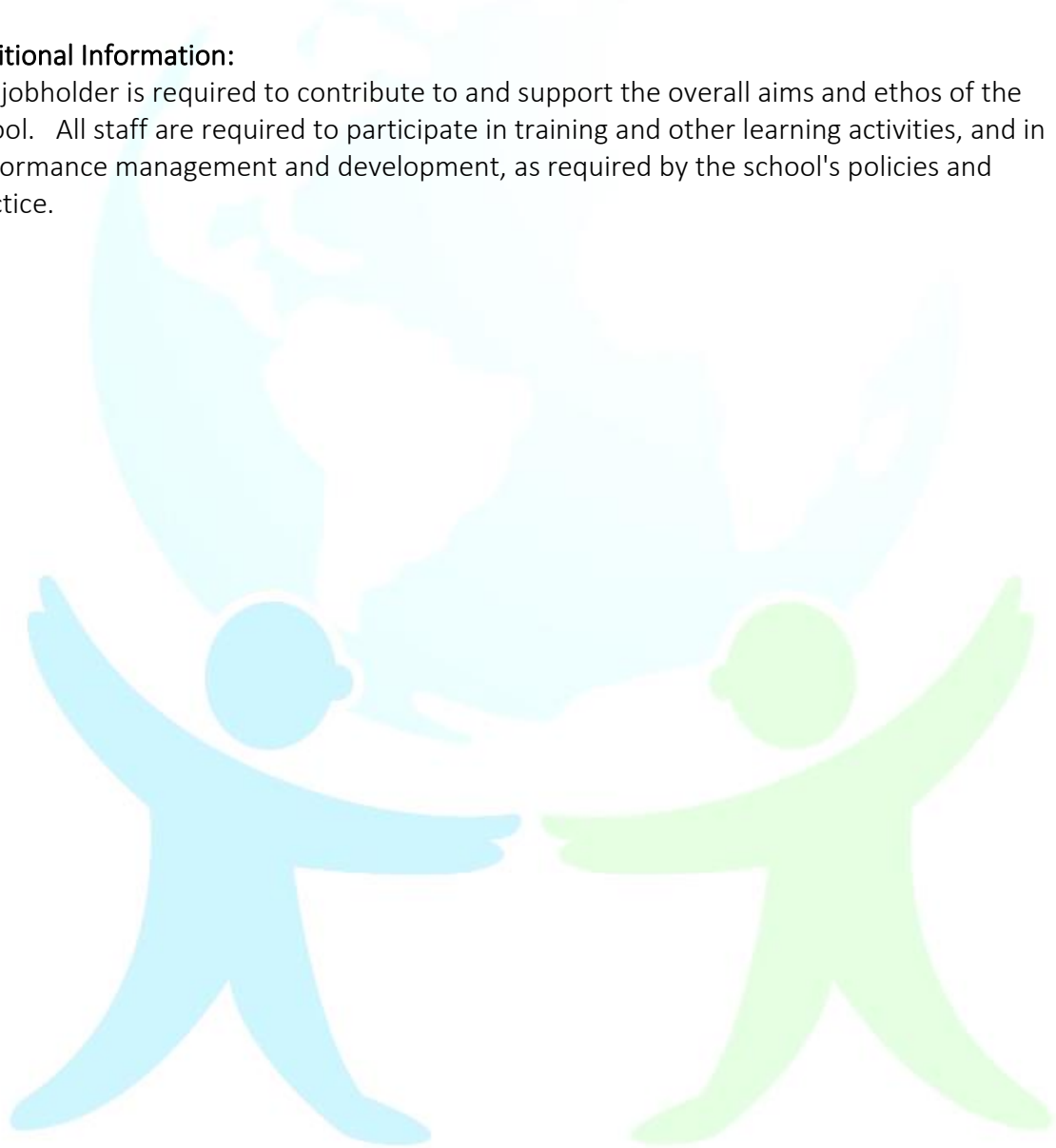
- Understand the need to take responsibility for your own professional development and to keep up to date with research and developments in pedagogy.
- To take part in the school's arrangements for performance management, as detailed in the pay and appraisal policy.
- Understand your own professional responsibilities in relation to school's policies and practices.
- Set a good example to the pupils in your presentation and personal conduct.
- Reflect and evaluate you own teaching and use this to improve effectiveness.
- Establish effective working relationships with professional colleagues including the school's support staff.

## Upper Pay Scale Teachers

- To demonstrate teaching and leadership in line with the Windhill21 Professional Skills Descriptors (appendix A);
- To lead a team in a specified curriculum area and make a significant impact;
- To develop a specialism which will contribute to the wider needs of the school;
- To deliver training in-house and possibly providing outreach work;
- To support other teachers to develop their practice;
- To be involved in the appraisal process and take responsibility for creating appraisal objectives, ensuring the retention of high standards.

### **Additional Information:**

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.



## Person Specification







	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Evidence of commitment to professional development</li> </ul>	
Experience	The class teacher should have experience of teaching across at least two key stages with the primary age range.	<ul style="list-style-type: none"> <li>• Relevant postgraduate professional qualification</li> <li>• Previous experience of working with children</li> <li>• Previous experience working in partnership with parents</li> </ul>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• The class teacher should have knowledge and understanding of:</li> <li>• the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies);</li> <li>• statutory National Curriculum requirements at the appropriate key stage;</li> <li>• the monitoring, assessment, recording and reporting of pupils' progress;</li> <li>• the statutory requirements of legislation concerning equal opportunities, health &amp; safety, SEN and safeguarding;</li> <li>• the positive links necessary within school and with all its stakeholders;</li> <li>• effective teaching and learning styles.</li> </ul>	<p>In addition, the class teacher might have experience of:</p> <ul style="list-style-type: none"> <li>• teaching throughout EYFS, KS1 and KS2</li> <li>• working in partnership with parents.</li> </ul>
Skills	<p>The class teacher will be able to:</p> <ul style="list-style-type: none"> <li>• promote the school's aims positively, and use effective strategies to monitor motivation and morale;</li> <li>• develop good personal relationships within a team;</li> </ul>	



	<ul style="list-style-type: none"><li>• establish and develop close relationships with parents, governors and the community;</li><li>• communicate effectively (both orally and in writing) to a variety of audiences;</li><li>• create a happy, challenging and effective learning environment.</li></ul>	
Personal characteristics	<ul style="list-style-type: none"><li>• Approachable</li><li>• Committed</li><li>• Dynamic</li><li>• Empathetic</li><li>• Enthusiastic</li><li>• Organised</li><li>• Patient</li><li>• Resourceful</li><li>• Flexible</li><li>• Resilience</li><li>• Growth mindset</li></ul>	





## Professional Skills Level Descriptors

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
PROFESSIONAL PRACTICE	1.1(1) 1.2(2,3,5) 1.3(1,3) 1.4(1,2,3) 1.5 all 1.6(1) 1.7(1,2,3) 1.8(3) 2.1(2.4) Preamble	Many – but not all – aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
		 Many and increasingly most aspects of teaching over time are good.			 Increasingly teaching is outstanding			 An increasing proportion of teaching is outstanding		
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6(3,4) Preamble	With appropriate additional support most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils are in line with (or some even exceeding) school expectations		
		 Increasingly with less support			 Increasingly with some exceeding expectations			 With this proportion increasing over time		
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		

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		M1	M2	M3	M4	M5	M6	U1	U2	U3
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
		 Increasingly showing evidence of being proactive in own professional development			 Increasingly leading to developing areas of professional expertise					
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		

## Safeguarding Statement

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Windhill21 is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of Academy's pre-employment checks. Please note that additional information referring to the Disclosure and Barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

This role will be reviewed annually as part of the performance management and appraisal process.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

**Signed:**

**Date:**

