

Recruitment Pack: Upper KS2 Primary Practitioner



Dorchester
Middle School

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Learn Today for Life Tomorrow



Welcome

APPLICATIONS CLOSE:

Sunday 9th May 2021

SHORTLISTING:

Monday 10th May 2021

INTERVIEWS

Thursday 20th May 2021

SCHOOL VISITS:

Due to current restrictions, you are welcome to arrange a school visit after school hours. However, there is a virtual tour of the school on the school website. <https://www.dorchestermid.dorset.sch.uk/virtual-school-tour/>

If you would like to arrange a visit, further information or to speak to the Headteacher, before submitting an application, please contact the Headteacher PA, Ali Araya on 01305 265651 or via email: aaraya@dmsschool.co.uk

Map reference: <https://www.google.com/maps/place/The+Dorchester+Middle+School/@50.7083943,-2.4533715,16z/data=!4m5!3m4!1s0x0:0x4a7c96caeb5eef55!8m2!3d50.7083943!4d-2.4489941>

Learn Today for Life Tomorrow

Introduction to our School

Mission Statement

At Dorchester Middle School we believe that every child is extra-ordinary and that education has the capacity and the potential to change lives for the better. We are committed to providing children with the best possible educational experience within a positive, caring and supportive environment.

At Dorchester Middle School teaching and learning is built upon a foundation that is inclusive, supportive, challenging and empowering.

It is our aim to ensure that every child is encouraged by high expectations and aspirations to achieve the highest standards. We offer opportunities that inspire our children and encourage them to become independent learners, which enable them to establish the values, qualities, skills and knowledge they need to achieve success, gain fulfillment in the future and become lifelong learners. When our pupils leave us at the end of Year 8, we expect them to be responsible, caring and confident young people ready and equipped to move on to the next stage of their education.

It is our aim to ensure that every child feels happy and safe in school. We work together to ensure that courtesy and mutual respect underpin all that we do and that all pupils have the opportunity to achieve their academic, personal and social potential for excellence.



"Pastoral leaders provide strong care and nurture for pupils."

"Teachers use their subject knowledge well to develop pupils' understanding..."

(Ofsted report May 2019)





"The school's work to promote pupils' personal development and welfare is good."

"Pupils behave well around the school. They are confident and articulate".

(Ofsted report May 2019)



About Dorchester Middle School

Dorchester Middle School converted to become a Single Academy school on 1 June 2012. There are currently 595 pupils, with a 5-form entry at Year 5.

On leaving Dorchester Middle School, pupils usually transfer to the neighbouring Thomas Hardy School (THS), which is part of the Wessex Multi Academy Trust.

Dorchester Middle School is part of a pyramid of local schools, receiving pupils from Damers First School and Prince of Wales First School in Dorchester as well as local village first schools.

There are strong links and good working relationships with all of the feeder First Schools and the Thomas Hardy School, which enables smooth transition between the various stages of our pupils' education. The school is also part of the Dorchester Area Schools Partnership (DASP), designed to enhance and benefit learning within the pyramid.

Nearly all pupils are of White British heritage and the proportion of pupils with English as a second language is well below average.



"The classroom environment is typically conducive to learning."

(Ofsted report May 2019)



School Facilities

The school has a large playing field, tennis courts, playground, a Forest School area and garden areas with a wildlife pond.

The school has an ICT suite, a purpose built design and technology department, 2 fully equipped science labs, drama and music facilities and a full sized gym.

There is also a fully equipped Physical Disability base.

We offer a wide range of extra-curricular activities run by staff, parents and coaches, both at lunch-time and after school.

All these activities are fully inclusive.

Each Year Group supports a charity during the year with fundraising events organised through various activities. The school supports a Pupil Voice with representatives from each Year Group.



'Staff are responsive to pupils' ideas to make the school more environmentally aware.'

(Ofsted Report May 2019)



Curriculum

The school provides a rich and varied learning experience both within the school day and through extra-curricular activities. 'All aspects of the enrichment programme are fully inclusive, in line with the school's ethos.'

The curriculum is currently taught in mixed attainment groups by specialist subject teachers at KS2 and KS3.

The school constantly reviews the ongoing needs of all pupils and tailors learning in the classroom to ensure that pupils, of all needs and abilities, are appropriately challenged and make good progress.

A learning register is created and managed by the SENDCo and shared with staff. This identifies pupils with particular needs and provides strategies for learning and additional resources available to enhance their learning.

Faculty Leaders closely monitor teaching within their subject areas to identify gaps in pupil's learning and to help plan recovery strategies to raise standards in their subjects.

Assessment data is regularly recorded to track progress and support this ongoing monitoring.



'Disadvantaged pupils are supported well in terms of their pastoral needs'

(Ofsted Report May 2019)



Most Able Pupils

The provision for Most Able Pupils (MAP) reflects the general philosophy of Dorchester Middle School and is an integral part of the school's approach to teaching and learning. The school provides an inclusive environment by setting suitable learning challenges; responding to children's diverse learning needs and overcoming potential barriers to learning.

The school defines a more able child as any child who is attaining significantly above their Age Related Expectations. These pupils are extended and stretched to reach their full potential in lessons.

Teachers have high expectations of all pupils and offer appropriately varied work. This happens by employing a wide range of teaching and learning styles in the classroom and carefully monitoring progress. A range of enrichment opportunities are provided both within and outside school to broaden and deepen MAP pupils' understanding.

Pupil Premium

The progress and wellbeing of Pupil Premium (PP) children is a whole school priority and this is built into the School Improvement Plan.

A member of the leadership team has overall responsibility for managing the programme and monitoring outcomes for individual pupils.

In addition, there is a dedicated member of staff to mentor PP children with the aim of supporting their learning, homework, health and emotional well-being.



“The support provided enables pupils to be fully involved in the life of the school.”

(Ofsted Report November 2018)



Pupils with SEND

Dorchester Middle School has a very good reputation for providing for pupils with complex and challenging needs, and this is a particular strength of the school.

The SENDCo identifies pupils with additional needs and works with teachers and support staff to provide support and additional resources required to enhance these pupils' progress.

We have a specialist mainstream Physical Disability Base for 5 pupils. The Local Authority has responsibility for allocating pupils to this provision.

There is a significant number of pupils with EHCP's and others with additional needs. These are managed by the SENDCo and a team of specialist support staff.

The school aims to give all pupils the best chances in life, providing effective support for vulnerable pupils and for those who find learning more difficult. Pastoral care is a strength of the school with staff specializing in successful strategies to ensure full inclusion.

Dorchester Middle School is proud to be a strong, cohesive learning community that reflects well its values of co-operation, total inclusion and success for all.



“Governors are supportive of the school and share the ambition to raise standards.”

(Ofsted Report November 2018)



Staffing Structure

The school is currently led by the Headteacher, Caroline Pluck.

The current leadership structure consists of the Headteacher, Deputy Headteacher, Four Assistant Headteachers (2 x Key Stage Leaders, a Curriculum Leader, who is also Faculty Leader of Music, and a Faculty Lead of English), Business Manager and SENDCo.

There are 30.5 FTE teaching staff, 25 FTE support staff, which includes administrative, technical assistants and site/maintenance staff.

Governing Body

DMS has a dedicated and active Governing Body made up of representatives from staff, parents and the wider community. There are also Associate Governors who provide specialist knowledge to the various committees.

The Governors are currently considering the benefits to the school of joining a local MAT.

Community Links

We welcome and encourage parents and other members of the community to participate both in school and with extra-curricular events. Parents are provided with information regularly through newsletters, our website and parental consultation.

There is an active PTA, supporting the school through various fund-raising events as well as a Parent Voice Forum.

Policies

Policies, information about Pupil Premium and Attainment can be found on our website, as can the latest Ofsted reports (November 2018 and May 2019).

Job Description

Position	Upper KS2 Primary Practitioner
School name	Dorchester Middle School
Position reports into	Headteacher in all matters, to the relevant Faculty Leader in respect to curriculum matters and the Assistant Head Teacher in charge of the KS (Key Stage Leader) in pastoral matters.

To provide a high quality of education to children across Key Stage 2 and 3 that allows every child to reach his/her potential and develop, as an independent learner, within a safe and stimulating learning environment.

Duties and Responsibilities

- To teach pupils, according to their educational needs.
- To control and oversee the use and storage of teaching materials and resources provided for class usage and to supervise the work of Teaching Assistants relevant to groups taught.
- To maintain an environment conducive to learning by following the school Behaviour Policy and procedures.
- To attend and contribute to faculty meetings, staff meetings, discussion and management systems necessary to co-ordinate the work of the school as a whole.
- To promote equal opportunities within the school.
- Be responsible for promoting and safeguarding the welfare of children that he/she are responsible for/ come into contact with, in accordance with the school's safeguarding and Child Protection Policy.

Key Tasks

- To plan stimulating and engaging lessons in accordance to the School's Curriculum, that take into account the abilities of the children in the allocated groups.
- To assess pupils' attainment, achievement and progress in accordance with relevant school policies and arrangements.
- To monitor and report to parents on the progress of pupils taught.
- To be a form tutor to an allocated group of children and be responsible for their pastoral care and well-being.

- To adhere to all school policies.
- To provide extra-curricular activities.

Knowledge and Skills

- To have an appropriate knowledge and understanding of the subject(s) taught.
- To understand how children learn effectively and be able to use a variety of teaching and learning strategies.
- To have excellent interpersonal skills.

Relationships

- The postholder is responsible to the Headteacher in all matters, and to the relevant Faculty Leader in respect to curriculum matters and the Assistant Head Teacher in charge of the KS (Key Stage Leader) in pastoral matters.
- The postholder also interacts on a professional level with colleagues and seeks to establish and maintain positive productive relationships with them to promote mutual understanding of the school curriculum with the aim of improving the quality of teaching and learning in the school.
- The postholder is responsible for establishing professional positive and effective relationships with pupils, parents and other stakeholders, which are based on mutual respect.

Working Environment

- To develop a well ordered, tidy and stimulating classroom environment to support pupils' learning.

- To use displays as an effective teaching and learning tool and to celebrate pupil achievement and success.

Additional Duties

- Play a full part in the life of the school, to support its ethos and to encourage staff and pupils to follow this example.
- Undertake any other duty specified in the School Teachers Pay and Condition document (STPCD) not mentioned above.
- 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 (whilst the main duties of the post are explained above, each individual task may not be specified).
- Employees are expected to be courteous to colleagues and provide a welcoming environment for visitors to the school.
- The school will endeavour to make any necessary and reasonable adjustments to the job and the working environment to enable access to employment for disabled job applicants or continued employment for any employee who develops a disabling condition.
- The job description may be amended at any time following discussion with the Head teacher and member of staff and will be reviewed annually.

Person Specification

	Essential Attributes	
Qualifications and general experience	<ul style="list-style-type: none"> • Qualified to degree level. • Qualified Teacher Status. • A commitment to professional development. • Successful DBS, disqualification by association check, and safeguarding clearance. 	Application Form References DBS procedures
Personal attributes	<ul style="list-style-type: none"> • Demonstrates commitment, reliability and integrity. • Communicates effectively with self- awareness and social perception • Has energy and resilience. • Demonstrates emotional intelligence. • Is adaptable and flexible to changing circumstances and new ideas. 	Application Form References Interview
Professional knowledge and experience	<ul style="list-style-type: none"> • A track record of excellent classroom practice/teaching practice. • Understanding of the role of a class/subject teacher. • Understanding of strategies to support successful outcomes for all children. 	References Application Form Interview
Professional skills	<ul style="list-style-type: none"> • Committed to a behaviour for learning strategy based on strong positive relationships with pupils. • Ability to maintain a positive school ethos with an accent on high achievement and inclusion for all. • Committed to meeting the needs of children whatever their ability or back-ground. • A belief that middle school education should be a lively, stimulating, enjoyable experience which achieves high standards and prepares children for upper school. • Ability to communicate and promote the aims and objectives of the school. • Ability to communicate effectively (orally and in writing). • Committed to working with parents, colleagues and other agencies in a positive and constructive manner. • Ability to motivate and stimulate pupils of all abilities to enjoy learning. • Ability to use Information Technology for assessment and analysis purposes. • Make appropriate judgements over issues of confidentiality and safeguarding. • A commitment to continuing professional development, and evidence of recent relevant training. • An excellent understanding of a range of behaviour management strategies. • An awareness of the principles of "Assessment for Learning" and a commitment to effective assessment and feedback for pupils. • Able to work effectively with teaching assistants/learning mentor to ensure effective support for all children. • Strong belief in delivering the full curriculum to develop the whole child. 	Application Form Interview References
Professional philosophy and commitment	<ul style="list-style-type: none"> • Ability to reflect and question self. • Knowledge of new initiatives in education and experience of having used these. • Prepared to be involved in the whole life of the school. • Understanding of and commitment to developing links between home, school, neighbouring schools and different communities (local, national and global). 	Application Form Interview References

SAFEGUARDING

The Governing Body of Dorchester Middle School are committed to safeguarding and promoting the wellbeing of children and young people and the Head Teacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. You will

need to demonstrate knowledge and understanding of relevant guidance and legislation, and to display commitment to the protection and safeguarding of children and young people.

The successful candidate will be required to undergo an enhanced DBS check before securing their employment at Dorchester Middle School.