



DUKE'S
ALDRIDGE ACADEMY

APPLICATION PACK

POST OF	Teacher of Art
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DETAILS ABOUT THE POST	
GRADE	MPS / UPS
TYPE OF POST	Teaching, part time, permanent
START DATE	1 st September 2024

INFORMATION PROCESS	
CLOSING DATE	12noon, 20 th May 2024
INTERVIEW DATE	tbc

EMPLOYMENT CHECKS REQUIRED	
<ul style="list-style-type: none">• Completed application form• Employment history including explanation of any gaps• Proof of academic and professional qualifications• Receipt of two professional references• Enhanced DBS. Overseas criminal records check (if appropriate)• Prohibition from teaching check• Right to work in the UK• Health check	

Contents:

1. Principal's Letter to Candidates
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7. Teachers' Standards
8. How to Apply / Process of Selection

April 2024

Dear Applicant,

RE: Teacher of Art

Thank you for expressing interest in the above vacancy we have here at Duke's Aldridge Academy.

Please find enclosed an application form and information about the post. I hope this provides the information that you need in order to decide whether to apply. If you would like any further information, do please contact Sajdah Salani, HR Advisor on sajdah.salani@aldridgeeducation.org

The academy enjoys a rich mix of culturally diverse students drawn from one of London's most ethnically vibrant wards. This socio-economic profile shields a positive and vital aspect of our academy's community. The academy's specialism is for the arts (English, Media and Art). The academy is fully integrated with the secondary base of the Vale Special Academy for children with physical disabilities and complex needs which share the campus and buildings.

Duke's Aldridge Academy is a member of the Aldridge Education family of academies. The link to the website is as follows: <http://aldridgeeducation.org/>

Duke's Aldridge Academy (formerly Northumberland Park Community School) was judged as 'good' in its last Ofsted inspection in November 2019. We have set ourselves the goal of moving from being good to being outstanding in all aspects.

Duke's Aldridge Academy places teaching and learning at the heart of everything we do and continuously supports and trains its teachers to become excellent. The academy has achieved a dramatic improvement in achievement over the past few years, breaking through the presumptions that social deprivation limits attainment. We intend to continue to raise achievement beyond national averages and that of academies whose children and families are in more fortunate circumstances, as for our children more than others, education and achievement is a vital basis for their future life chances.

When staff, students and families walk through our gates and onto our site, they belong to the Duke's Aldridge Academy. In this community, we build meaningful relationships based on trust and mutual respect. Our classrooms, corridors and the academy environment are safe spaces where nobody is judged and everyone is valued. Our ethos, driven by our commitment to Duke's values, is built on inclusion and our dedication to care for each member of our community as an individual. We put learning and learners first in every decision we make. We are proud of our academy and committed to supporting all staff and students to "be the best you can be".

Once appointed, we expect that all staff will continue with their professional development which emphasises teamwork and the sharing of good practice. Our programmes for trainees and NQTs are particularly strong and have been highly praised by HMI. Staff are valued highly, moral is high and there is strong recognition that all play an important role to enable our academy to succeed.

In completing your application please note the details of the application process and the closing date in the pack. If you have not heard from us by the interview date stated in the applicant's information sheet, I am sorry to say that your application will have been unsuccessful on this occasion.

If you feel that you have the necessary skills and commitment to work at Duke's and relish the opportunity to contribute and make a difference then I look forward to hearing from you.

Yours sincerely,

A handwritten signature in black ink that reads "M. Duncan". The signature is written in a cursive style and is underlined with a single horizontal stroke.

Monica Duncan
Principal

Additional information about our academy can be found on the academy's website:
www.dukesacademy.org.uk

Our Mission

Inspire to Excel

Our Vision

Duke's Aldridge Academy provides an outstanding education within a vibrant community where the expectation is to excel. For each individual we promote achievement, success, strength of character, tolerance and a love for learning. We provide the support, challenge and breadth of experience which ensure our students become creative, resilient and successful adults.

Our Values

We are a values-driven organisation with a commitment to non-selective, inclusive schools providing children and young people with an exceptional educational experience.

We value:

- our students, their potential, their contributions and their aspirations
- the community we serve and its right to locally provided, high quality education
- the cultural diversity and richness of our community within the context of British Values
- academic rigour at all stages to create a learning environment that provides challenge, engagement and achievement
- respect, fairness, courtesy and the right to equality of opportunity as the entitlement of each member of the academy community
- 'professional integrity' and transparency
- our staff and their right to professional development and growth

SAFEGUARDING STRATEGY STATEMENT

Duke's Aldridge Academy Safeguarding Strategy forms a fundamental part of our approach to providing excellent pastoral care to all students. We believe that all students, regardless of age, special needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to protection from all types of harm and abuse.

The objective of the Safeguarding Strategy is to help keep our students safe by providing a safe environment for them and to educate them about keeping themselves safe.

The Safeguarding Strategy consists of:

1. Adridge Education Trust Safeguarding Policy
2. Duke's Aldridge Academy Procedures
3. Training to equip staff and volunteers to carry out their responsibilities in relation to safeguarding and promoting the welfare of students

The Safeguarding Strategy provides a clear framework within which individual academies will develop systems and local procedures to:

- Prevent unsuitable people working with children
- Identify students who are at risk of, and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Record and share information appropriately
- Respond to allegations against staff and volunteers
- Promote safe practice and challenge poor and unsafe practice

Adherence to the Duke's Aldridge Academy Safeguarding Strategy is mandatory for **all** staff and volunteers.

We recognise that Safeguarding covers much more than child protection and so this strategy will operate in conjunction with related policies and procedures, such as effective whole academy policies on: health and safety, anti-bullying, behaviour management, IT and academy security.

Our approach to safeguarding is based on, and reflects the current principles recognised in UK legislation, including those around maintaining confidentiality and reporting concerns about students likely to suffer significant harm to the child protection agencies.

We are committed to working in partnership with parents; child protection agencies and diverse communities, to continuously develop and improve the Safeguarding Culture within our academy.

September 2019

Inspection of a good school: Duke's Aldridge

Trulock Road, Tottenham, London N17 0PG

Inspection dates:

5–6 November 2019

Outcome

Duke's Aldridge Academy continues to be a good school.

What is it like to attend this school?

Pupils, parents and carers, staff and governors work together to provide a safe and nurturing environment in the school. Everyone is 'inspired to excel'. Pupils are proud of their school. They like coming to school and appreciate the support and encouragement they receive.

Pupils behave well in lessons because teachers plan interesting activities and provide individual support. Teachers constantly check pupils' understanding, which helps keep pupils focused. Pupils told me that 'teachers encourage you to learn and want you to learn'. Pupils achieve particularly well in English, mathematics, science, modern foreign languages and humanities, which make up the EBacc qualification.

The headteacher and her committed staff have high expectations that pupils will succeed in every area of their lives, as well as academically. An example of this is the help given to pupils who join after the start of the school year, often with little knowledge of English. The school ensures that all pupils leave with qualifications in English and mathematics.

Pupils said that they feel safe at school and on their journeys to and from school. Pupils value staff supervision outside school at the end of the day. Pupils state that bullying is not a problem at school. If it did occur, they know who to talk to and said that it would be dealt with quickly.

What does the school do well and what does it need to do better?

Leaders ensure that there are well-designed plans for how each subject should be taught. Pupils are motivated to learn because teachers challenge and support them. Teachers use resources and thoughtful questioning to help pupils understand new ideas. Pupils stated that during lessons 'everyone was willing to learn'. Pupils' behaviour rarely disrupts learning.

Subject plans ensure that pupils know more and remember more. The plans show how pupils can apply their knowledge to different situations. For example, Year 11 pupils told us how the science experiments they had carried out in Year 10 helped them with this term's work. In a few subjects, such as English, leaders' plans are not carried out as successfully. Leaders have organised appropriate training and support to make the necessary improvements.

Leaders have not ensured that pupils have access to the full range of national curriculum subjects during Years 7 to 9. Leaders have recently reviewed this. They are putting plans in place so that all pupils study a broad range of subjects for as long as possible. A small proportion of pupils gain qualifications in the full range of EBacc subjects. However, the number of pupils studying humanities subjects and a modern foreign language in Years 9 and 10 is increasing.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Most pupils with SEND follow the school's usual curriculum. Leaders identify pupils' needs accurately and check on their achievement. This means that pupils receive appropriate and timely support. Teachers receive the right information and training to help pupils with SEND to succeed.

Leaders and staff provide many opportunities for pupils to develop their character. Pupils told us about the valuable support they receive. For example, Year 7 pupils enjoy working with mentors discussing the move from primary to secondary school. Year 10 pupils told us how their work experience helped them to be more confident and ambitious. They said that it gave them the courage to seek further employment. Pupils explained how they add to the wall in 'purple lane'. This is a space which hosts events that support the many diverse aspects of life, such as LGBT. The wall displays the results of pupils' reflections and their inclusive attitudes.

Pupils' attendance is currently below the national average. Leaders support pupils to improve their attendance. They do this by involving pupils in programmes such as 'hit my target', by tracking attendance and asking for support from other agencies.

We noticed how respectful staff and pupils are towards each other. Pupils said that everyone was friendly and that during breaktimes the playground was 'tension-free'.

Safeguarding

The arrangements for safeguarding are effective.

Pupils, staff, parents and governors all agree that the school is a safe place to be. Staff are well trained and are aware of current safeguarding rules and regulations. Staff and pupils know how to report concerns. Leaders act straightaway to keep pupils safe.

Staff work with families when their children's attendance is low. They work with the local authority and other organisations to keep pupils safe.

Pupils are taught how to keep themselves safe online and out and about. For example, Year 7 watched a theatre presentation on road safety. Pupils told us it was a useful reminder about the dangers of using mobile phones as they cross roads.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not achieve as well in a few subjects as they do in most. Leaders should continue their work to ensure that their plans for how subjects, such as English, should be taught are put into practice.
- Leaders should act on the findings of their curriculum review for key stage 3, so that pupils study a broad range of subjects for as long as possible.
- Some pupils need to attend school more regularly. Leaders need to continue their focus on reducing persistent absence and on increasing attendance. The newly introduced attendance monitoring system will support the work of leaders in this area.
- The school's curriculum is not sufficiently broad in Years 7 to 9. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and the training staff are receiving that they are in the process of bringing this about.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Northumberland Park Community School, to be good on 18–19 January 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144900
Local authority	Haringey
Inspection number	10124650
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1019
Appropriate authority	Board of trustees
Chair of governing body	Malcom Weston
Principal	Monica Duncan
Website	www.dukesacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Northumberland Park Community School converted to become an academy school on 1 September 2017. When its predecessor school, Northumberland Park Community School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not currently send any of its pupils to alternative provision.

Information about this inspection

- We carried out this inspection under section 8 of the Education Act 2005. Inspectors held meetings with the headteacher, senior and subject leaders, the chief executive officer of the multi-academy trust, and governors.
- On the first day of the inspection, we did deep dives in these subjects: English, science, mathematics, geography and history. In each subject, we met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' work.
- We considered the views of staff from two meetings with groups of staff and feedback from the Ofsted staff questionnaire.

Inspection team

Hayley Follett, lead inspector

Ofsted Inspector

Ian Morris

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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ART & DESIGN

EXPRESSIVE ARTS

FACULTY

Mrs M Christopher

Director of Expressive Arts & Technology

OVERVIEW

Students will explore a range of starting points for practical work including themselves, their experiences, natural and man made objects and environments.

They will use a wide range of materials and processes: paintings, collage, print making, digital media, textiles & sculpture.

Students will investigate art, craft and design in the locality, in a variety of genres, styles and traditions, and from a range of historical, social and cultural starting points and in original and reproduction form, during visits to museums, galleries and on the internet.

Students could be working on their own or collaborating with others, on projects in two and three dimensions and on different scales.

KEY STAGE 3 (YEARS 7, 8 and 9)

KEY STAGE 3 (YEARS 7, 8 and 9)

All teaching at Key Stage 3 addresses the National Curriculum Programmes of study, ensuring that each of the key concepts and key processes, plus range and content and curriculum opportunities, are built into every scheme of work. These include:

Key Concepts	Key Processes
Creativity	Explore and Create
Competence	Understand and Evaluate
Cultural Understanding	Range and Content
Critical Understanding	Curriculum
Opportunities	

ART AND DESIGN PROJECTS

Students follow a variety of projects; these can be based on artists, genres or cultures. Students could have two different teachers in their two years at KS3 which can provide for a good range of different experiences.

CURRICULUM

YEAR 7 Project theme: Natural forms

On starting in Year 7 all students are issued with sketchbook. They will remain with one teacher throughout their project. This provides a consistent working environment for the students as they become more familiar with the academy and staff and helps to build positive relationships.

Projects are developed to ensure all students are given an introduction to the formal elements:

LINE TONE SHAPE FORM
COLOUR PATTERN TEXTURE

YEAR 8 Project theme: Identity

During Year 8 students will rotate on a Termly basis.

They will complete a new project that builds on the skills learnt in year 7.

All projects are developed to extend the skills and techniques introduced at Year 7 based on the KS3 Curriculum Map. Throughout the Key Stage, students develop their creativity and imagination through more sustained activities and the introduction to further, more complex formal elements. These help them to build on and improve their practical skills and to extend their knowledge and experience of materials, processes and practices. The aim is that all students can engage confidently with art, craft and design and become more independent in using the visual language to communicate their own ideas, feelings and meanings.

YEAR 9 Project theme: World Art

Year 9 will build on skills experienced in year 8 and introduce students to wider cultural traditions, through this they will have opportunities to experience new techniques, by this stage students should be more independent and able to develop their skills more independently

Projects will cover a broader range of the formal elements:

LINE TONE SHAPE FORM
COLOUR PATTERN TEXTURE
COMPOSITION REPETITION
SCALE CONTRAST RHYTHM

Key Stage 4 GCSE Years 10 and 11

GCSE starts in Year 10, students may choose from 2 Art and design specialist subjects. Fine Art or Textiles. Students complete two projects over the two years.

All project and exam work must cover 4 assessment objectives. They then complete a self directed final project/exam in Year 11 finishing with a two-day examination to produce their final outcome(s).

There is a balance of 60% coursework to 40% exam.

“I enjoy Art, PE and English because I love being creative, sporty and a little bit smart.”

Year 9 Student

JOB DESCRIPTION

Post Title:	Teacher of Art
Location:	Dukes Aldridge Academy
Purpose:	<p>The successful candidate will be:</p> <ul style="list-style-type: none"> - To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students teaching and supporting all designated classes in Art. - To monitor and support the overall progress and development of students as a Teacher and Form Tutor. - To facilitate and encourage a learning experience which provides students with opportunities to achieve their individual potential. - To contribute to raising standards of student attainment. - To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth. - To play a full part in the life of the academy community, to support its distinctive aims and aspirational ethos and to encourage staff and students to follow this example
Reporting to	Director of Expressive Arts and DT
Working time:	195 days (Full time)
Responsibilities:	<p>TEACHING AND MANAGING PUPIL LEARNING</p> <ul style="list-style-type: none"> - To undertake a designated programme of teaching across key stages 3 and 4 - To teach consistently high quality lessons - To plan and deliver schemes of work and lessons that meet the requirements of the KS3 and 4, as appropriate - To be a positive role model for students, inspiring them to be actively interested in Art - To complete the relevant documentation to assist in the tracking of students - To set expectations for staff and students in relation to standards of achievement and the quality of learning and teaching - To prioritise and manage time effectively, ensuring continued professional development in line with the role - To follow the academy policies and procedures - To ensure the effective/efficient deployment of classroom support - To maintain discipline in accordance with the academy procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework - To follow schemes of work for Art in key stages 3 and 4 - To promote aspects of Personal Development related to Art

- To maintain and grow professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of Art
- To promote Art learning through out of hours activities.

ASSESSMENT, FEEDBACK AND TRACKING:

- To lead, monitor and evaluate the assessment and feedback to students in line with whole academy and department policy
- To follow department monitoring and tracking systems relating to students attainment, progress and achievement
- To mark, grade and give written/verbal and diagnostic feedback as required
- To undertake assessment of students as requested by external examination bodies, curriculum areas and academy procedures
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To complete the relevant documentation to assist in the tracking of students
- To follow department policy regarding department tracking of student progress and use information to inform learning and teaching
- To follow setting and co-ordinating assessment arrangements in Art at all Key Stages, and in all areas as required by academy policies, including standardising those assessments.

STAFF DEVELOPMENT::

- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the Performance Management process
- To participate in whole academy CPD programmes
- To take part in the staff development programme by participating in arrangements for further training and professional development.

STUDENT SUPPORT and PROGRESS:

- To be a Form Tutor to an assigned group of students if and when required
- To promote the general progress and well-being of individual students and the Tutor Group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Pastoral Support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required
- To prepare for and contribute to a reflective and purposeful Parents' Evening experience
- To contribute to the preparation of Action Plans and other reports as required
- To alert the appropriate staff to problems experienced by students

	<ul style="list-style-type: none"> • To communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff. • To apply the academy’s Rewards and Behaviour policy so that effective learning can take place • To meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads <p>SAFEGUARDING:</p> <ul style="list-style-type: none"> • To be fully aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the academy • To comply with the academy’s Safeguarding Policy in order to ensure the welfare of children and young people <p>COMMUNICATIONS, MARKETING ANF LIAISON:</p> <ul style="list-style-type: none"> • To communicate effectively with the parents of students as appropriate • Where appropriate, to communicate and cooperate with persons or bodies outside the academy. • To follow agreed policies for communications in the academy • To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings, liaison events with partner academies, etc. <p>PERSONAL RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example • To actively promote academy policies and procedures • To be responsible for own continued professional development • To comply with the academy’s Health & Safety policy and undertake risk assessments as appropriate. • To undertake duties at break times • To attend meetings scheduled in the academy calendar punctually • To set cover work during any leave of absence • To adhere to the Academy’s Safeguarding Policy.
Other Duties:	<p>Whole School Responsibilities</p> <ul style="list-style-type: none"> ○ To promote positive student behaviour within the department and around the school in general. To confront negative student behaviour and take appropriate steps to deal with it ○ To ensure that the school’s health and safety policy is properly applied in the department and in other areas of the school the post holder works in ○ To promote and act in accordance with the school’s equal opportunities policy <p>To undertake other duties consistent with the scope of the post and within the competence of the post-holder as required.</p>

	To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school.
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This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and not part of it maybe so construed. In allocating time to the performance of duties and responsibilities the post-holder must have due regard to the paragraphs relating to working time in the Teacher's Pay and Conditions Document.

The Job Description is not necessarily a comprehensive definition. It will be reviewed annually.

PERSON SPECIFICATION

Requirements	Essential	Desirable
EDUCATION		
Qualified Teacher Status	•	
Relevant Degree	•	
Experience of teaching in the 11-16 sector	•	
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
Has an understanding of current educational issues	•	
Strategies for raising standards	•	
Effective learning and teaching strategies	•	
Knowledge of the Secondary Curriculum	•	
Use data effectively	•	
Effective user of ICT.	•	
Show awareness of whole school issues	•	
The ability to translate vision into practice	•	
Developed partnerships with stakeholders	•	
Excellent subject knowledge and awareness of the latest initiatives in that subject	•	
Able to deliver GCSE Art	•	
EXPERIENCE AND CURRENT PRACTICES		
Prioritise, plan and organise	•	
A passion for Art which is demonstrated in the classroom	•	
Act as a role model for pupils and staff by setting high personal and professional standards	•	

Motivate and inspire pupils, staff, parents, governors and the wider community	•	
Deal sensitively with people and resolve conflicts	•	
Use a variety of leadership styles in different situations and understand their likely effects.	•	
Be able to demonstrate impact of teaching and learning on progress	•	
Be committed to providing high quality feedback to all learners and leading by example in this area	•	
Experience of development of the curriculum or pastoral care, including awareness of how specialisms such as Entrepreneurship can be developed across the school/academy		•
Experience of Quality Assurance processes and monitoring and managing staff performance		•
Successful leadership of transformation and change management		•
SKILLS AND PERSONAL QUALITIES/CHARACTERISTICS		
Enjoy working with, and for, young people, as well as adults	•	
Be an excellent classroom practitioner able to secure pupil engagement in learning	•	
Have the imagination, energy and capacity for hard work together with an enthusiasm to take on developments and challenges	•	
Demonstrate the ability to identify tasks, and move projects forward to successful completion	•	
Possess excellent communication skills. Able to engage a variety of audiences	•	
Ability to analyse issues and to think both creatively and strategically	•	
Be a problem solver	•	
Ability to apply and adapt national initiatives in a local context	•	
A commitment to comprehensive and inclusive education	•	

Be good at completing tasks, as well as starting them	•	
Be willing to contribute to activities outside the timetable	•	
Personable, approachable, whilst still inspiring respect and personal and professional credibility	•	
Ability to work under pressure whilst maintaining a positive and creative attitude	•	

TEACHERS' STANDARDS

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

HOW TO APPLY / PROCESS OF SELECTION

If after reading the details you would like to apply for this post, please:

1. Complete the application form in full online via EveryHR portal
<https://candidates.every.education/Vacancies/Details?advertKey=a1dce142-d670-45dc-82cc-29db3c4512be>
2. DBS declaration **must** be completed and returned
3. Interviews are planned for: **tbc**

Completing the application

Candidates are asked to complete all the standard information required on the application form and to submit a support statement addressing the job requirements.

References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are aware of the need to respond within the timescale set. In all cases two professional references are required.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current requirements relating to child protection, this will include an enhanced DBS check.

Feedback

Please note that we do not confirm receipt of applications.

Selection process

Candidates who are shortlisted will be contact and invited in to participate in the selection process. We do not inform candidates if they have not been shortlisted. In line with KCSIE the Trust will carry out appropriate online checks at the short list stage.

We look forward to receiving your application.