

**THAMES
PARK**



Candidate Pack

TEACHING STAFF



THAMES PARK

Headteacher Mr. K.Bains

Address TLC, High Street, Grays, Essex. RM17 6TF

Telephone 01375 470790 | **Email** thamespark@osborne.coop | **Website** thamespark.org.uk

Self-help
Self-responsibility
Equity
Equality
Democracy
Solidarity

February 2021

Dear Colleague,

Thank you for your interest in a role at Thames Park Secondary School. The aim of this candidate pack is to enable you to find out more about the school's distinct nature in order to inform your application.

Thames Park Secondary School opened to Year 7 pupils in central Grays in September 2020 as a brand new school. Grays is a vibrant, dynamic, rewarding and inspiring place to work with excellent transport links. The area is undergoing large scale redevelopment in Europe as part of the Thames Gateway Development. We are part of a £20 million plus building programme and will have excellent, purpose-built accommodation with state-of-the-art specialist equipment and facilities in September 2022. We are the newest school in the Osborne Co-operative Academies Trust which comprises of 12 schools.

Our education plan and curriculum have been designed to ensure our students make outstanding progress, reach high levels of academic attainment and develop the skills essential for career success. Our students are fully supported through high-quality, personalised pastoral care. The curriculum is enhanced by a digital theme that runs through all subject areas designed to develop authentic, contextualised learning. Our students are motivated and highly engaged by the offer of a dynamic learning environment.

Initially Thames Park Secondary School has a small staff complement, meaning high levels of personal and professional commitment, along with excellent teamwork will be essential. The successful candidates will be part of a small team and will be required to be highly adaptable and flexible and will need to work hard. In exchange, Thames Park Secondary School will offer first class career development opportunities, high quality personalised CPD, the chance to work with cutting edge equipment along with an engaged Trust and outstanding group of young people. Staff wellbeing is given high priority. You will have the unique opportunity to play a central role in creating an exceptional school.

We would love to hear from you if you feel you have the skills and expertise required for this key role.

Please do contact me directly should you wish to discuss the role in more depth.

Best wishes,

Mr Kam Bains
Headteacher



Thames Park Secondary School is a proud partner in the Osborne Co-operative Academy Trust

Telephone 01375 648966 **Email** info@osborne.coop **Website** osborne.coop

Registered office St Clere's School, Butts Lane Stanford-le-Hope, Essex. SS17 0NW **Registered at** Companies House, Cardiff. Company Number 7703865

JOB ADVERT

Thames Park Secondary School

Grays area

www.thamespark.org.uk

Group 5 – (five form entry)

MATHS TEACHER

FTE: 100%

Salary and Range: TMS 1 (£26,948.00) – TMS 6 (£38,174.00)

Start date: September 2021

Thames Park Secondary School is the newest secondary school within the Osborne Co-operative Academy Trust. We opened our doors to our founding Year 7 pupils in September 2020 and will be increasing to five year groups by 2024. We have a strong on focus digital education running throughout our curriculum and are passionate about making our learning both exciting and memorable.

This is a wonderful opportunity for a dynamic and motivated individual to join our new school and help shape its future. We are seeking to appoint an enthusiastic teacher of Maths who will be able to demonstrate excellence in teaching and who will make learning both engaging and challenging. The post is ideal for individuals who place student welfare at the centre of their everyday practice and who are keen to progress and develop professionally. Maths has a high profile in our school with daily lessons and homework plus an extra-curricular Maths club which is open to all pupils.

These are exciting times for us and this role is central to the school's mission in providing an education which prepares pupils for the future. On the near horizon, the school will move to its brand-new purpose built state of the art facilities in September 2022.

In return, Thames Park Secondary School can offer:

- High quality training and professional development.
- A professional, dedicated and creative team of staff.
- The support of a family of schools within the Osborne Co-operative Academy Trust.

Please contact Abbie Stonehouse, Trust Recruitment Officer on a.stonehouse@osborne.coop or 01375 648901 if you would like to organise an informal chat with Mr Kam Bains, the Headteacher of Thames Park Secondary School.

To apply for this post, you can download the application pack from www.osborne.coop or apply online at www.essexschooljobs.co.uk

Closing Date: Friday 26th February 2021

Interview Date: ASAP via video link

JOB DESCRIPTION

MATHS TEACHER

Line Manager: Teacher in Charge of Maths

Overall Responsibility

- To plan, develop and deliver high quality lessons using a variety of approaches, to continually enhance teaching and learning.
- To monitor student progress, keeping student records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all students to achieve their full potential.
- To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the Every Child Matters agenda and Area Child Protection Procedures.
- Any other reasonable tasks requested by the Teacher in Charge of Maths.

General Teaching Duties

Teaching and Learning

- Manage student learning through effective teaching in accordance with the Department's schemes of work and policies.
- Ensure continuity, progression and cohesiveness in all teaching.
- Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs and ensure equal opportunity for all students.
- Work with EAL/SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- Support individual learning, including students on the subject gifted and talented register, by planning work with appropriate challenge and monitoring and reviewing student outcomes regularly.
- Work within the Assessment for Learning Strategy, using clear and precise learning objectives and defining criteria for success for each lesson.
- Work effectively as a member of the appropriate teams to improve the quality of teaching and learning, by contributing to the School Improvement Plan and implementing and monitoring change.
- Implement new initiatives whether school, Trust, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
- Set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
- Use positive management of behaviour in an environment of mutual respect that allows students to feel safe and secure and promotes their self-esteem

Monitoring, Assessment, Recording, Reporting, and Accountability

- Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
- Track student progress, monitoring achievement against targets set, and take appropriate action on student outcomes.
- Assess students' work systematically and use the results to inform future planning, teaching and curricular development.
- Contribute towards the implementation of IEPs as detailed in the current SEN Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
- Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
- Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the Academy policy.

Extra-Curricular Activities & Events

- To be a co-ordinator within the Maths Department for extra-curricular clubs and activities.
- To be proactive in engaging with wider community opportunities and events and the organisation of educational visits in relation to the teaching of Maths across the school.

Subject Knowledge and Understanding

- Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
- Keep up-to-date with research and developments in pedagogy in the subject area.
- Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
- Keep up-to-date with technological change and the use of technology to enhance delivery, and student access, to the subject.

Professional Standards and Development

- Be a role model to students through personal presentation and professional conduct.
- Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
- Cover for absent colleagues as is reasonable, fair and equitable.
- Be familiar with the contents of all the school's policies and support their application, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
- Establish effective working relationships with professional colleagues and associate staff.
- Be involved in enrichment activities, after school clubs and visits.
- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including 'Every Child Matters' to implement the Children Act 2004, and the role of the education service in protecting children.
- Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
- Be aware of the role of the Governing Body of the school and support it in performing its duties.
- Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.

- Consider the needs of all students within lessons (and implement specialist advice) especially those who have SEN; are gifted and talented; are not yet fluent in English (EAL students).

Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.
- Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.

Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the school curriculum, which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified in the School's Improvement Plan taking full advantage of any relevant training and development available.
- Implement and develop pedagogic procedures introduced through the school, Trust, local or government initiatives.
- Implement the use of new technologies that enhance teaching and learning.
- Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
- Carry out reflective practice exercises to move classroom practice and teaching and learning forward.
- Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional student support or any activity directed by the Teacher in Charge of Maths.
- Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.
- Contribute to the professional development of colleagues, especially NQTs and ITTs.
- Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.

PERSON SPECIFICATION – MATHS TEACHER		
JOB REQUIRMENTS	Essential	Desirable
QUALIFICATIONS		
Qualified Teacher Status	✓	
A degree in Maths or equivalent in a subject related to Maths	✓	
Master's Degree		✓
PROFESSIONAL DEVELOPMENT		
Evidence of a commitment to own professional development	✓	
Recent relevant in-service training in Maths		✓
EXPERIENCE		
A keen interest in developing the teaching of Maths	✓	
Evidence of high achievement in teaching across the Key Stages	✓	
The development of schemes of work across the Key Stages	✓	
Working effectively as a Form Tutor	✓	
Effective use of Assessment for Learning to engage pupils as partners in their learning	✓	
Evidence of high achievement in teaching Post 16		✓
KNOWLEDGE		
Use of assessment and attainment information to improve practice and raise standards	✓	
Use of strategies to promote good pupil relationships and high attainment in an inclusive environment	✓	
Vision for teaching of Maths	✓	
Secure knowledge of Programmes of Study for Maths at Key Stage 3/ 4	✓	
An understanding of Key Stage 2 Maths curriculum		✓
SKILLS		
Excellent communication and presentation skills	✓	
Competent user of ICT	✓	
Ability to plan and resource effective interventions to meet curricular objectives	✓	
Ability to use and promote a wide range of teaching methodologies		✓
COMMITMENTS AND PERSONAL		
Active participation in whole school developments.		
To co-ordinate extra-curricular activities/educational visits/out of hours learning.		
Innovative approach towards curriculum development and establishing partnerships with other schools and the wider community.		
Passion for teaching.		
Energy, enthusiasm and flexibility.		
Ability to work under pressure and determination to succeed.		

Recruitment and Selection Policy Statement

1. The Trust Board is committed to:
 - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
 - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
 - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. The Trust Board recognises the value of, and seeks to achieve a diverse workforce, which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race(which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and settling:
 - receipt of satisfactory references
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you are not barred from working with Children
 - verification that you are not prohibited from teaching
 - verification of medical fitness for the particular role
 - verification of qualifications and of professional status where required e.g. QTS status
 - the production of evidence of the right to work in the UK
 - verification of successful completion of/exemption from statutory induction period
 - verification that you are not subject to any section 128 direction preventing you from holding a management position within the Trust/school
 - a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all preferred candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) prior to their offer of employment being confirmed. When making a recruitment decision Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Trust is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
- How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

This Trust operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. The Trust processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.