THAMES PARK

Computer Science Teacher

About Us

Thames Park opened in September 2020 to year 7 in central Grays. We are a brand new, co-educational 11-16 school being the latest member of the Osborne Co-operative Academy Trust. We currently have pupils in years 7 and 8, which will build year by year. Grays is vibrant, rewarding and an inspiring place to work with excellent transport links. The area is undergoing one of largest scale redevelopments in Europe as part of the Thames Gateway Development. We are part of a £25 million building programme to deliver a purpose-built, state-of-the-art education facility in September 2022.

Thames Park promotes high levels of academic achievement across the curriculum. We encourage participation in extra-curricular opportunities and empower Pupils to make decisions wisely. Our blended curriculum is rich, diverse and personalised, ensuring every pupil makes great progress. Our focus on digital learning gives our pupils a unique learning experience. Our pupils are fully supported through high quality, personalised pastoral care. Our pupils are motivated and highly engaged by a dynamic learning environment. A wide range of leadership and enrichment activities help to encourage a spirit of co-operation, aspiration and joy for pupils.

This is a wonderful opportunity for a dynamic and motivated individual to join our new school and help shape it's future. We are seeking to appoint an enthusiastic teacher of Computer Science 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. The high profile of the subject allows pupils to have an additional weekly computing lesson and there is a popular Coding Club. Those who are not yet qualified to teach but have a desire to develop and a passion for teaching Computer Science are welcome to apply.

Our people are at the heart of our success. We have developed a strong culture of cooperation and best practice, with professional development and career planning at its centre. We invest in all of our staff with support, coaching, mentoring, and a wide range of top-quality training programmes, delivered at every level through to senior leadership.

Next Steps

Complete an application form and send it to hr@osborne.coop by **midday Monday 16th May.**

If you have any questions about this opportunity, please contact us via e-mail hr@osborne.coop, or call to arrange a conversation, on 01375 470790 and ask for Julie Spurgeon, Support Manager.
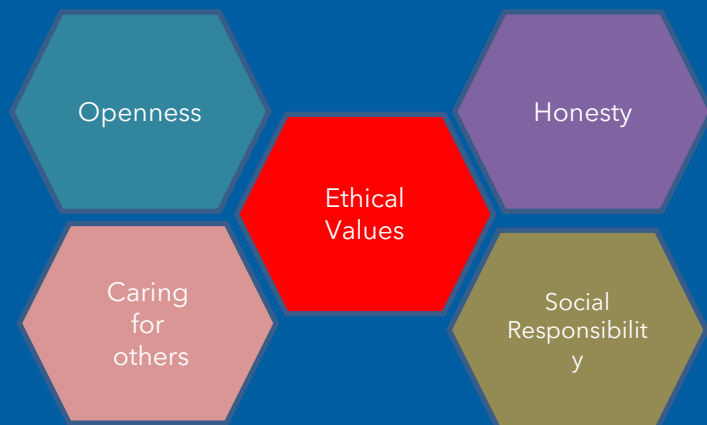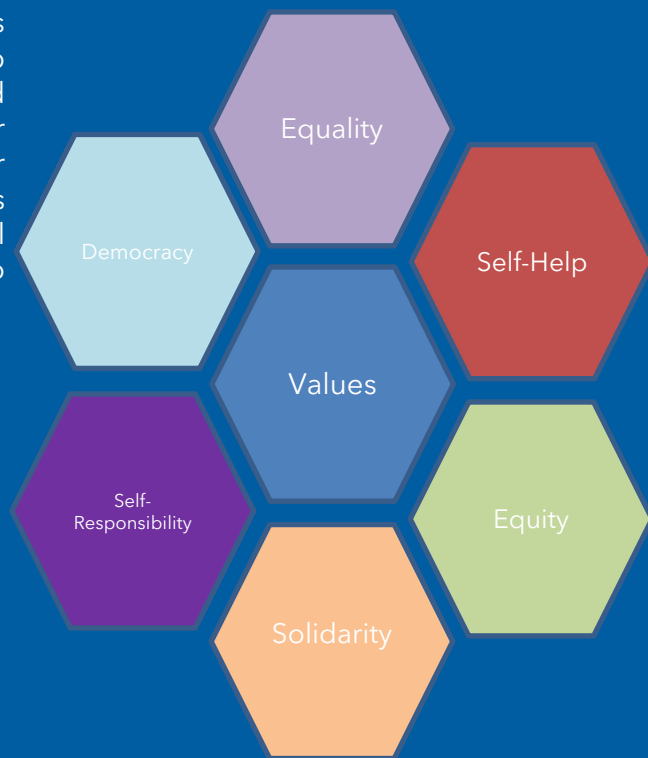
Please note: we may hold interviews as and when applications are received, and we reserve the right to offer to a candidate prior to the closing date. With this in mind, we encourage you to apply as soon as possible and advise you check the job information as per the listing on our careers site.

CGI images for our new site

Our Cooperative Values

At Thames Park we live our Cooperative values daily, showing how we help people to help themselves. To take responsibility and ownership for our actions, to strive to give our members a voice in the way we run our organization. Members will have equal rights and benefits (according to their contribution), all members will be treated justly, fairly, and aim to support each other and other cooperatives

Equality

Democracy

Self-Help

Values

Self-Responsibility

Equity

Solidarity

Openness

Honesty

Ethical Values

Caring for others

Social Responsibility

These are underpinned by our Ethical Values, encouraging all to 'do the right thing' as we live our daily lives because this the right thing to do!
We are honest about what we do and the way we do it. We encourage people to take responsibility for their own community, work to improve it, and we regularly fundraise for charities and local community groups

A welcome from our Pupils

Welcome to Thames Park, our new school in Grays. Our co-operative values are Self-Help, Self-Responsibility, Democracy, Solidarity, Equity and Equality.

Our school is a friendly, fair and welcoming place to be. When you are attending the school, you will enjoy and learn new things everyday.

As a school, we want to do the best we can do and help everyone feel safe and comfortable. If you need anything the staff are always happy to help and so are the Pupils.

You will be surprised by all the warm and loving people.

We have lots of extra-curricular activities and an amazing Student Council and House Captains to let the Pupils' voices be heard, to enable the school to assist all the Pupils.

Some of the enrichment activities we can participate in are :

Meditation, Pride Club, Choir,
Creative Writing, Chess, Dance,
History, Art, Homework,
Netball, Maths. Gaming, Drama,
Debate, Journalism, Gymnastics,
Basketball, Football, Coding,
Landscaping, Boardgames, Gaming,
Dodgeball, Science

From the Pupils

Hear from our staff

I joined Thames Park in 2020 with a brand-new cohort of 120 year 7 Pupils. My role is Lead Teacher in Maths, and my mission is to make Maths every student's favourite subject. Yes, I have set myself a challenge! At the end of our first year, the Pupils were fully engaged every lesson, making outstanding progress, but ultimately turning into lifelong lovers of Maths.

Our Pupils are the reason I work at Thames Park. They are eager to learn after the disruption of the lockdowns, they enjoy our well-planned lessons and give the staff immense job satisfaction.

We are supported in our school with high quality staff CPD especially in areas to improve our use of digital technology as we aspire to be the leading digital provider within our Trust. We are further encouraged to join local networks and funded to join National Associations.

Our curriculum plan for Maths is being developed to support teachers at all stages of their career. New team members would then be encouraged to work collaboratively to continue to improve opportunities for learning.   As a small school staff support for each other is an integral part of our success. We also look forward to our team growing over the coming years. Our work in line with our core values drives everything we do, from student led assemblies to end of term fun days.

My journey with Thames Park has been an amazing one so far and I am grateful for all the opportunities I have been given and, we look forward to inviting you to join our team.

Sally Read
Lead Teacher of Maths

I joined Thames Park in September 2021 as the Lead Teacher of Humanities and have thoroughly enjoyed my time here. As a growing school with just year 7 and 8, Thames Park has a collegiate and caring approach which is embodied through our pastoral support and extensive enrichment offer.

I teach every student in the school, and this has obvious advantages including accurate formative and summative testing and assessments, and uniformity in what each student learns in humanities. The Pupils at Thames Park have a fascination with the humanities, especially history. History Club, on Monday evenings allows Pupils to investigate wider ranging historical events and protagonists that we do not study in class. They then have to present their findings to the cohort.

As a teacher with over 20 years of experience, I try to focus on building resilience in my Pupils by teaching the historical skills necessary in order to independently tackle historical material. My brief time at Thames Park has seen me building resilience in my Pupils to enable them to become self-responsible learners. I look forward to seeing the year 7 and 8 Pupils progress and grow and move forward towards GCSE, A level and life-long learning.

Troy De Aguiar
Lead Teacher of Humanities.

The role

We are seeking to appoint an enthusiastic teacher of Computer Science 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. The high profile of the subject allows pupils to have an additional weekly computing lesson and there is a popular Coding Club. Those who are not yet qualified to teach but have a desire to develop and a passion for teaching Computer Science are welcome to apply.

Salary – Teachers Main Scale 1 – 6, FTE: 100%

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 Technology

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 coordinator within the Computer Science 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 Computer Science 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 Computer Science.
- 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 for all Teaching appointments

In making an application to Thames Park, we are looking for the person who, at interview and by virtue of their qualifications, best demonstrates that he/she:

Essential
- Has Qualified Teacher Status
- A degree in Computer Science or equivalent in a subject related to Computer Science
- Evidence of a commitment to own professional development
- A keen interest in developing the teaching of Computer Science
- 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
- 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 Science
- Secure knowledge of Programmes of Study for Science at Key Stage 3/ 4
- Excellent communication and presentation skills
- Competent user of ICT
- Ability to plan and resource effective interventions to meet curricular objectives
- Active participation in whole school developments
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- To co-ordinate extra-curricular activities/educational visits/out of hours learning
- Innovative approach towards curriculum development and establishing partnerships with other school and the wider community
- Passion for teaching.
- Energy, enthusiasm, and flexibility
- Ability to work under pressure and determination to succeed.

Desirable
- Has a Master's Degree
- Recent relevant in-service training in Science
- Evidence of high achievement in teaching Post 16
- An understanding of Key Stage 2 PE curriculum
- Ability to use and promote a wide range of teaching methodologies

•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 wil 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.

Osborne
Co-operative Academy Trust

THAMES
PARK