



# Teacher Candidate Pack

Location: St Mark's, Stockton-on-Tees

Start date: September 2023



# A message from our Chair of Directors

Dear prospective applicants,

Thank you for taking the time to look at, and consider, applying to St Mark's C of E Primary School, part of One Excellence Multi Academy Trust.

I am proud to be the Chair of Directors of this inclusive, thriving school, where children are put at the forefront of every decision. Our strong team of leaders ensure that the school provides for children's individual needs as well as developing a robust team of teachers and support staff who are highly trained. St Mark's staff strive for an outstanding level of education every day, ensuring our pupils academic and pastoral needs are met.

As a church school we are strongly guided by our Christian vision and values. We welcome everyone into our school, all faiths and none, and are respectful of each person's individual beliefs and views.

I strongly encourage a visit to our wonderful school so that you can get a feel of the work that is undertaken daily. If you have any questions or queries, please do not hesitate to contact the school, or a member of the school team who will do everything they can to help.

David Bowes



# Our Trust

Since its formation in 2017 One Excellence Trust has grown to include four primary schools, all with thriving nurseries, providing education and opportunities for 1,050 students. As part of our Trust we incorporate one of the 36 DfE English Hubs and two EMS bases (one for communication and interactions and one for SEMH) and a community nurture hub. We pride ourselves on transforming education locally and regionally, with our schools and nurseries being at the heart of their local communities and are determined to raise standards of educational achievement to the very highest levels.

All of our schools are an integral part of their local communities and have a strong sense of identity. We value the contribution each of our communities make and the distinctive opportunities and diversity they offer to the Trust. Working in collaboration, we offer exceptional learning experiences to all of our children, so the children benefit from the strength that being part of the extended One Excellence family brings.

Our vision is to be an ambitious, inclusive, collaborative family of schools, ensuring excellence in education whilst celebrating individuality. We are passionate that as a family of schools we can provide a much better standard of education than working on our own. We know we improve more rapidly as a group of schools in a Trust than if we were a school on our own in an isolated position. This rapid improvement is not achieved at the expense of any school losing its own unique identity or its position within its community. Our academies have no motivation to all be the same. They are different in accomplishments and context but we share the same values and vision for our staff and students. Each academy is a driving force in its own right. By working collaboratively we've been able to create an effective and efficient organisation and business model that allows school leaders and teachers to focus all their attention on their pupils. We work together in a supportive network to evaluate, challenge and improve practice inside and outside of the classroom. We want our students to grow into fully equipped individuals who make meaningful contributions to society and our staff to reach their full professional potential.

We live in a world that requires our children to be prepared to think both critically and creatively, solve complex problems and to communicate well. Mastery of the basics: reading, writing and maths is our core purpose and this sits equal to ensuring our children have access to a high quality non-cognitive skills curriculum ensuring well-developed social and emotional skills.

You can find out more about our Trust by visiting <https://www.oneexcellence.co.uk/>



# About Our School

At St Mark's we pride ourselves on striving for academic excellence, while maintaining an inclusive environment which allows all pupils to achieve. Our school welcomes everyone, as God does, and we are guided by our Christian values. As we are a church school, our faith is important to us, and we have strong links with the Durham Diocese.

We are a large, two form community school (PAN 420 plus nursery) based two miles away from Stockton town centre. Even though we are close to a large town, we are lucky to be surrounded by large fields which host outside play equipment and our Forest School area.

At St Mark's we are more than a school – we are a family. Having strong relationships, a calm manner and an understanding nature is key to being a staff member at our school. Each staff member is valued as an individual and brings their own strength and knowledge to our team.

Due to our inclusive nature, St Mark's is home to a Local Authority SEMH base. This means that we often have children who have had emotional or social difficulties and past trauma, which can be challenging at times. Our staff work tirelessly to support these children and are highly trained in meeting individualised needs to allow all our children to flourish.

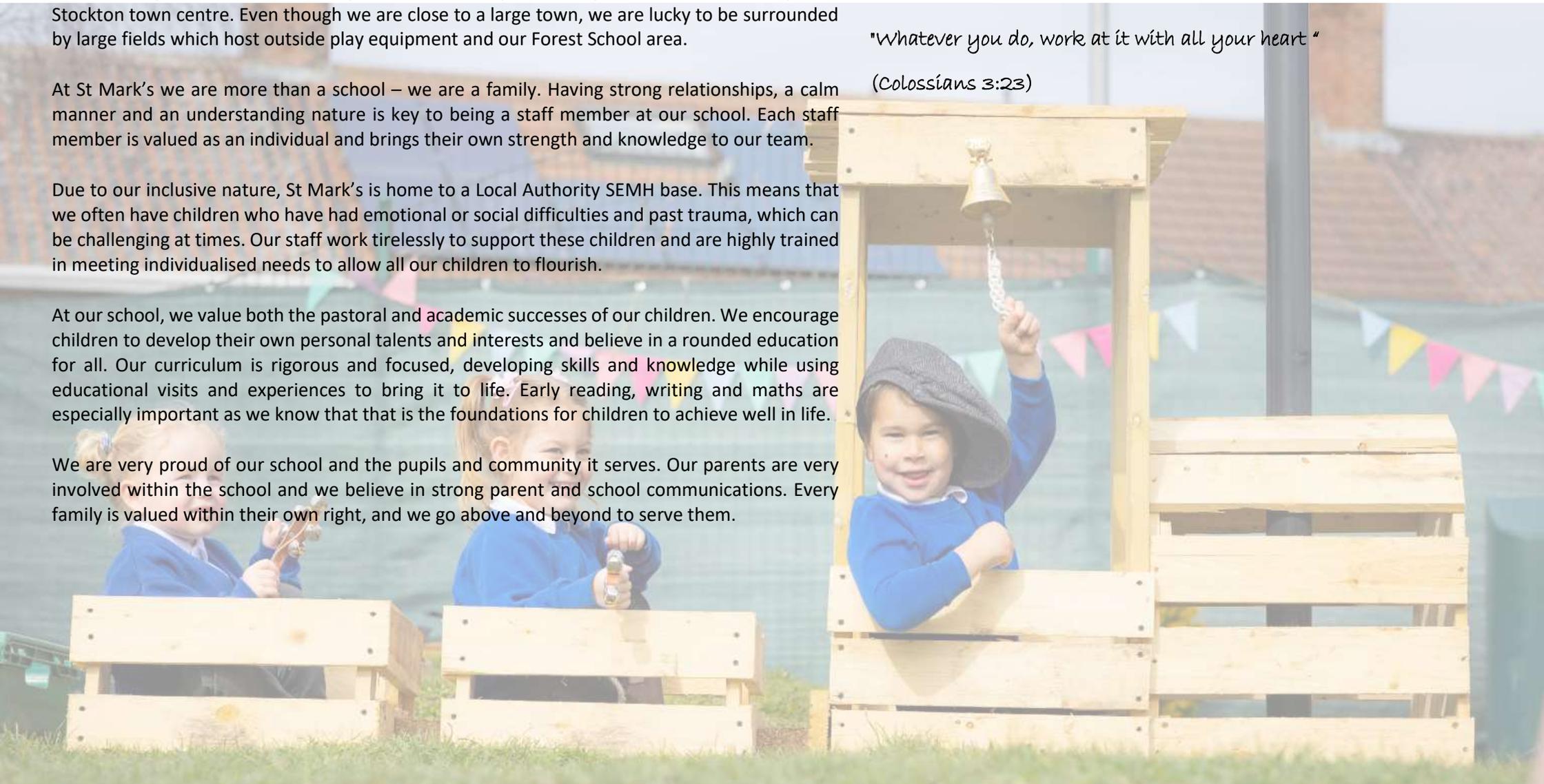
At our school, we value both the pastoral and academic successes of our children. We encourage children to develop their own personal talents and interests and believe in a rounded education for all. Our curriculum is rigorous and focused, developing skills and knowledge while using educational visits and experiences to bring it to life. Early reading, writing and maths are especially important as we know that that is the foundations for children to achieve well in life.

We are very proud of our school and the pupils and community it serves. Our parents are very involved within the school and we believe in strong parent and school communications. Every family is valued within their own right, and we go above and beyond to serve them.



*"Whatever you do, work at it with all your heart "*

*(Colossians 3:23)*



**JOB DESCRIPTION: Teacher**

**SALARY: Mainscale**

**TYPE: 2 Fixed Term Full Time Posts**

**1<sup>st</sup> September 2023 - 31<sup>st</sup> August 2024**

**1 Fixed Term Post 0.8**

**1<sup>st</sup> September 2023 - 31<sup>st</sup> August 2024**

**REPORTING TO: Headteacher**





**Teacher**

**Job Description**

**Core Purpose**

- Carry out the professional duties of a school teacher, taking responsibility for the educational welfare of pupils in accordance with the requirements of Conditions and Employment, and in accordance with the expectations of the Teacher Standards.
- To ensure that pupils attain the highest possible standards in all aspects of school life.
- To ensure a consistent approach to planning, teaching and assessment and to ensure that there is continuity and progression in pupil's learning.
- To demonstrate a commitment to safeguarding and promoting the welfare of children and young people, staff and volunteers.
- Undertake any other duties as may be reasonably assigned to you, as directed by the Headteacher

**Core Qualities**

The successful candidate will:

- be an excellent practitioner, who is able to communicate a passion for teaching and learning
- have a secure knowledge of the relevant curriculum and be able to use this to raise standards
- demonstrate excellent knowledge and understanding of effective practice
- be committed to their own professional development and keen to be challenged to become the best they can be
- champion the Christian ethos, vision and values of the school and Trust at all times
- have the ability and willingness to be flexible to meet the needs of the children
- have high expectations and be able to demonstrate excellent classroom pedagogy
- be able to demonstrate high expectations of positive behaviour for learning
- work collaboratively with a committed team of staff and governors, parents/carers and the wider community
- have a desire to be involved in all aspects of school life, being willing to go the extra mile for the benefit of our children and the community
- have the capacity to inspire, enthuse, engage, and motivate children to be the best they can be

**Qualification, knowledge and skills**

- A degree and post graduate teaching qualification
- Sound knowledge of effective Quality First Teaching and intervention strategies
- Ability to plan and prioritise, and complete tasks efficiently and promptly
- Ability to communicate effectively, verbally and in writing
- A thorough understanding of safeguarding through suitable training

**Additional requirements**

- Continuously develop own professional practice and keep up to date with all relevant policy developments.
- Contribute to the wider work of the Trust, its schools and its communities through partnership working, sharing of expertise and knowledge.
- Exercise a commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
- Carry out any such duties as may be reasonably required by the Headteacher.

**Special Considerations**

- You may be required to travel across Trust schools.

## Specific Responsibilities

### The post holder will need (to):

#### Generic Responsibilities:

- To work consistently to uphold the Trust and school's Christian vision and values statement
- To follow all school policies and procedures
- To work in a co-operative, positive and polite manner with all stakeholders
- To work with pupils in a courteous, positive, caring and responsible manner at all times
- To work with visitors in such a way that it enhances the reputation of the Trust and school
- To take an active and positive role in the school's commitment to the development of staff
- To seek to improve the quality of the school's overall service
- To follow the child protection procedures and ensure that pupils' safety and well-being is never compromised
- To present oneself in a professional way that is consistent with the values and high expectations of the school.

#### Specific Responsibilities:

##### Teaching:

- Set high expectations which inspire, motivate and challenge pupils
- Establish a safe and stimulating learning environment for pupils, rooted in mutual respect
- Set targets that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

##### Pupil progress:

- Promote good progress and outcomes by pupils
- Ensure pupils make the expected rate of progress
- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- 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.

##### Subject and curriculum knowledge and pedagogy:

- Demonstrate good subject and curriculum knowledge
- Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subjects and address misunderstandings
- Demonstrate a critical understanding of developments in the subjects and curriculum areas and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for the promotion of high standards of literacy, articulacy and the correct use of standard English
- Demonstrate a clear understanding of systematic synthetic phonics
- Demonstrate a clear understanding of appropriate teaching strategies for mathematics.

##### Effective classroom practice:

- Plan and teach well-structured lessons
- Ensure all teaching is good
- 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.

##### Diversity and special needs: meeting the needs of all pupils:

- 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.

#### **Assessment for learning:**

- 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 and frequent marking, and encourage pupils to respond to the feedback.

#### **Managing behaviour:**

- Manage behaviour effectively to ensure a good and safe learning environment
- Ensure the school's clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour both in the classroom and around the school, in accordance with the school's discipline policy
- Have high expectations of behaviour, and use the school's established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage the class effectively, using approaches which are appropriate to the policy or to the pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **The wider professional role of the teacher:**

- 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.

**The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.**

#### **Health and Safety**

It is the responsibility of individual employees at every level to take care of their own health and safety and that of others who may be affected by their acts at work. This includes co-operating with the Trust and colleagues in complying with health and safety obligations to maintain a safe environment and particularly by reporting promptly and defects, risks or potential hazards. Specifically:

- To report any incidents/accidents and near misses to your line manager
- To ensure own safety and safety of all others who may be affected by the Trust's business

#### **Appraisal**

All employees will receive appraisals and it is the responsibility of each employee to follow guidance on the appraisal process.

**Confidentiality**

All employees are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All employees must be aware that they have explicit responsibility for the confidentiality and security of information received and imparted in the course of work and using school information assets.

**Induction**

The school has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.

**Safeguarding:**

One Excellence has a Child Safeguarding policy and procedure in place and is committed to safeguarding and promoting the welfare of all its students, each student's welfare is of paramount importance to us and you are expected to share this commitment. All staff will fully comply with the Trust's policies and procedures, attend appropriate training, inform the Designated Person of any concerns, record any potential safeguarding incidents appropriately.

**Equality and diversity:**

One Excellence is committed to equality and diversity and will take action to discharge this responsibility. Many of the actions, however, will rely on individuals embracing their responsibilities with commitment to ensure a positive and collaborative approach to Equality and Diversity. This will require staff to support the Partnership's initiatives on Equality and Diversity which will include development and training designed to enhance practices and the experiences of staff, students and visitors to One Excellence and the schools within it, with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action being considered.

References will be requested prior to interview

**DBS:**

One Excellence is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

**Pre-occupational health:**

Pre-occupational health check is an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

## Person Specification

Shortlisting is a 2-stage process

Applications are initially assessed against the following criteria:

1. Overall presentation and completeness of application
2. Use of standard English
3. Grammatical accuracy Applications that meet the initial criteria will be shortlisted against the Person Specification

The following Experiences /Qualifications/ Skills are essential (E) / Desirable (D)

Qualifications, Knowledge and Skills	E	D
A degree and post graduate teaching qualification	✓	
Sound knowledge of effective Quality First Teaching and intervention strategies	✓	
Ability to plan and prioritise, and complete tasks efficiently and promptly	✓	
Ability to communicate effectively, verbally and in writing	✓	
A thorough understanding of safeguarding through suitable training	✓	
Experience of teaching mixed aged classes		✓
Evidence of Continuing and recent professional development		✓

Qualifications, Knowledge and Skills	E	D
Be an excellent practitioner, who is able to communicate a passion for teaching and learning	✓	
Teaching Experience in more than one setting		✓
Have a secure knowledge of the relevant curriculum and be able to use this to raise standards	✓	
Demonstrate excellent knowledge and understanding of effective practice	✓	
Be committed to their own professional development and keen to be challenged to become the best they can be	✓	
Champion the Christian ethos, vision and values of the school and Trust at all times	✓	
Have the ability and willingness to be flexible to meet the needs of the children	✓	

Have high expectations and be able to demonstrate excellent classroom pedagogy	✓	
Be able to demonstrate high expectations of positive behaviour for learning	✓	
Work collaboratively with a committed team of staff and governors, parents/carers and the wider community	✓	
Have a desire to be involved in all aspects of school life, being willing to go the extra mile for the benefit of our children and the community	✓	
Have the capacity to inspire, enthuse, engage, and motivate children to be the best they can be	✓	

Generic Responsibilities	E	D
To work consistently to uphold the Trust and school's Christian vision and values statement	✓	
To follow all school policies and procedures	✓	
Experience of working and developing links with the community		✓
To work in a co-operative, positive and polite manner with all stakeholders	✓	
To work with pupils in a courteous, positive, caring and responsible manner at all times	✓	
To work with visitors in such a way that it enhances the reputation of the Trust and school	✓	
To take an active and positive role in the school's commitment to the development of staff	✓	
To seek to improve the quality of the school's overall service	✓	
To follow the child protection procedures and ensure that pupils' safety and well-being is never compromised	✓	
To present oneself in a professional way that is consistent with the values and high expectations of the school.	✓	

Teaching	E	D
Set high expectations which inspire, motivate and challenge pupils	✓	
Establish a safe and stimulating learning environment for pupils, rooted in mutual respect	✓	
Set targets that stretch and challenge pupils of all backgrounds, abilities and dispositions	✓	
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	✓	

Pupil Progress	E	D
Promote good progress and outcomes by pupils	✓	
Ensure pupils make the expected rate of progress	✓	
Be accountable for pupils' attainment, progress and outcomes	✓	
Plan teaching to build on pupils' capabilities and prior knowledge	✓	
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.	✓	
Set high expectations which inspire, motivate and challenge pupils	✓	
Establish a safe and stimulating learning environment for pupils, rooted in mutual respect	✓	
Set targets that stretch and challenge pupils of all backgrounds, abilities and dispositions	✓	
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	✓	

<b>Subject and Curriculum Knowledge and Pedagogy</b>	<b>E</b>	<b>D</b>
Demonstrate good subject and curriculum knowledge	✓	
Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subjects and address misunderstandings	✓	
Demonstrate a critical understanding of developments in the subjects and curriculum areas and promote the value of scholarship	✓	
Demonstrate an understanding of and take responsibility for the promotion of high standards of literacy, articulacy and the correct use of standard English	✓	
Demonstrate a clear understanding of systematic synthetic phonics	✓	
Demonstrate a clear understanding of appropriate teaching strategies for mathematics.	✓	

<b>Effective Classroom Practice</b>	<b>E</b>	<b>D</b>
Plan and teach well-structured lessons	✓	
Ensure all teaching is good	✓	
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.	✓	

Diversity and special needs: meeting the needs of all pupils	E	D
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.	✓	

Assessment for Learning	E	D
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	✓	
Ability to analyse data to evaluate performance and plan appropriate course of action for improvement		✓
Give pupils regular feedback, both orally and through accurate and frequent marking, and encourage pupils to respond to the feedback.	✓	
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 and frequent marking, and encourage pupils to respond to the feedback.	✓	
Make accurate and productive use of assessment	✓	

Managing Behaviour	E	D
Manage behaviour effectively to ensure a good and safe learning environment	✓	
Ensure the school's clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour both in the classroom and around the school, in accordance with the school's discipline policy	✓	
Have high expectations of behaviour, and use the school's established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	✓	
Manage the class effectively, using approaches which are appropriate to the policy or to the pupils' needs in order to involve and motivate them	✓	
Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	✓	

The wider professional role of the teacher	E	D
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.	✓	
Contribute to the schools extended school agenda		✓



If you wish to learn more about this exciting opportunity, would like an informal discussion or to arrange a visit to the school, please contact our Head of Governance: Natasha White on [Natasha.White@oneexcellence.co.uk](mailto:Natasha.White@oneexcellence.co.uk) or telephone 01642 559609

How to apply:

Please email your application to: [Natasha.White@oneexcellence.co.uk](mailto:Natasha.White@oneexcellence.co.uk)

Closing date: 12.00pm on 9<sup>th</sup> June 2023

Interview date: 13<sup>th</sup> June 2023