



# Temple Mill Primary School

## Candidate Briefing Pack Early Years Leader





# Welcome to The Howard Academy Trust

As a Trust, we currently comprise of Medway secondary and primary schools. We have future growth plans as a Multi Academy Trust with major projects taking place across the organisation.

Our overarching aim and vision is for our member schools to deliver an outstanding education for children and young people. We endeavour to ensure that all our students have access to the highest standards of teaching, resources and opportunities. The Trust's role is to oversee the leadership and vision of member schools and to develop effective and supportive partnerships between them. We have a firm belief within the Trust that every child should have access to at least a good education.

We are proud that every academy inspected since joining our Trust has remained as a Good school. Temple Mill Primary School joined the Trust as a sponsored academy in December 2015 and has moved from Special Measures to a Good school. Our schools serve their own community and each has a unique identity. Being part of this Multi Academy Trust has already provided member schools with practical benefits. We want communities to be proud of their local THAT school and we are determined to make it the first choice for all families.

As Chief Executive, I am enormously proud of our schools and of the leaders, governors, teachers and support staff who every day ensure our pupils enjoy and make good progress in their learning.

*Owen McColgan*  
**Chief Executive**  
The Howard Academy Trust





## Vision and Values

*“Working together to build a community of successful learners”*

Learning and growth are at the heart of The Howard Academy Trust ethos. We strongly advocate that all members of our community have the opportunity to become the very best that they can be. We recognise and value the unique talents and expertise within our community and aim to create a culture of dignity, inclusivity, respect and ambition, where all can thrive.

This is achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- A proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the THAT whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition.
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academies leaders to focus on their core purpose of education.

## Our Family of Schools



**The Howard School**  
1,500 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



**Temple Mill Primary School**  
210 Pupils on Roll  
Rated Good by Ofsted  
Located in Strood, Kent



**Deanwood Primary School**  
210 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



**Thames View Primary School**  
420 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



**Waterfront UTC**  
170 Pupils on Roll  
Located in Gillingham, Kent



**Miers Court Primary School**  
420 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent

Further information about our academies can be found at [www.thatrust.org.uk](http://www.thatrust.org.uk)



# Working for The Howard Academy Trust

The Howard Academy Trust value employees that work for our organisation. The following benefits are available to employees within our academies.

## Financial

- Salary
- LGPS and Teacher Pension Scheme
- Sick Pay

## Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working



*Hear from staff across the Trust*

## Employee Benefits - Permanent Contracted Employees & Fixed Term

- Employee Assistance Programme
- Flu Jobs
- Discounted Gym Membership

## Professional Development

- Access to Middle and Senior Leadership Courses
- Role specific training courses for Associate Staff
- Career stage CPD

# Welcome to

## Temple Mill Primary School

Welcome to Temple Mill, a caring, friendly and inclusive environment that enables children to achieve all they can. We are privileged to have such wonderful children at Temple Mill, and we will always aim to ensure that every child gets nothing less than the very best they deserve.

We are a single form entry school with eight classes in, from Nursery to Year 6. As a small school, we soon get to know each other and we are pleased to enjoy positive partnerships with our parents and families.

We are developing an exciting enquiry led curriculum which is inspired by inquisitive learners and dedicated to giving our children a broad experience and deeper understanding of the topics they cover. Our aim is to equip children with the skills, knowledge and understanding to enable them to make informed decisions about the important things in their lives. Our school will provide solid foundations that children can take forwards into their futures.

We want each and every pupil and parent to say the Temple Mill name with pride. We promote our uniform, a sense of belonging and that everyone's contribution is valued. We have a strong pupil voice here and it is influential in driving and supporting school improvement.

If you would like to know more about our school, you are welcome to come and visit. At Temple Mill our children very much enjoy talking about their progress and their pride in being part of the Temple Mill family.

We look forward to receiving your application.

*Mr Bignell,*  
**Co-Head Teacher**



*Mrs Lewis,*  
**Co-Head Teacher & Trust Primaries  
Executive Headteacher**





Temple Mill Primary School is a community primary school serving the full primary age range from 3 to 11. At present there are 210 children on roll. On 1 December 2015 Temple Mill Primary School became part of the Howard Academy Trust.

## School Characteristics

NOR:	208 + 26 Nursery
Age Range:	3-11
Gender of Pupils:	Mixed
OFSTED Rating:	Good
Disadvantage (PP+FSM):	29%
SEN:	15% (2018-2019)
EAL:	22%



*Hear from our current staff*

Temple Mill Primary School is sponsored by The Howard Academy Trust. Outcomes for students have increased substantially over the last year moving the school into the top ten highest achieving schools in Medway.

# Job Description

<b>Job Title:</b>	Early Years Leader
<b>Contract Type:</b>	Permanent
<b>Responsible to:</b>	Head of School
<b>Remuneration:</b>	MPS/UPS + TLR2C

## Core Purpose and Scope

The holder of this post is expected to carry out the professional duties of a Early Years Leader as described below, as circumstances may require and in accordance with the school's policies under the direction of the Head of School and as set out in the school's Teacher's Pay and Conditions document. The post-holder is required to fully support the vision, ethos and policies of the school.

## THAT Vision & Values

As a Trust, our vision is achieved through:

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## Values and Behaviour

Teaching staff play a vital role in assisting to make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

## Personal and Professional Conduct

The classroom teacher is expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career.

It is important to 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 the 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 and 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.

All staff must have proper and professional regard for the ethos, policies and practices of the school in which they work and maintain high standards in their own attendance and punctuality.

### Key responsibilities:

#### Classroom Teacher Duties

- Supporting and helping colleagues to improve effectiveness.
- Setting clear and challenging targets that build on prior attainment for each pupil.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- Devising and implementing targeted interventions that enable students to reach and exceed their targets.
- Acting as a role model for staff for high quality teaching and learning.
- Using own class and practice as an example of outstanding teaching and learning.
- Ensuring continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work.
- Developing plans that identify clear targets, times-scales and success criteria for its development and/or maintenance.
- Making a distinctive contribution to raising standards across the school.
- Create a stimulating learning environment for teaching and learning.
- Promoting team commitment with colleagues through collaborative planning.
- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.
- Securing and maintaining good working relationships with colleagues.
- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the School.
- Developing effective links with the local community including parents, business and industry.

#### Leadership Duties:

- To assist the Head of School and Leadership Team with the leadership and management of the school in order to promote the effective education and progress of all pupils
- To take responsibility for leading EYFS
- To manage the performance of teaching staff within the team
- To lead and develop the EYFS curriculum, establishing the new framework
- To be responsible for staff deployment in the case of absence

- To have an overview of standards across the Key Stage and contribute to Pupil Progress meetings
- To support EYFS staff with children who present with additional needs
- To support EYFS staff with meeting parents and carers as appropriate

#### **Additional Duties:**

- To support pupils, parents, teachers and the school to establish a supportive and nurturing learning environment in which children make good academic progress.
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example; and
- At the request of the Head of School may be expected to undertake/complete any reasonable duties expected of a Classroom Teacher.

This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.

An enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.

# Person Specification

**Post:** Early Years Leader

Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Essential	Desirable
<b>Education and Qualifications</b>	
<ul style="list-style-type: none"> <li>Teaching Qualifications</li> <li>Degree or equivalent</li> <li>Willingness to undertake CPD</li> <li>Previous experience working in a school</li> <li>Previous experience teaching EYFS</li> <li>Previous experience working in partnership with parents.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of ongoing Professional Development.</li> <li>Further Degree or equivalent.</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>Excellent oral and written communication skills</li> <li>Record of successful teaching with a clear understanding of the teaching provision required</li> <li>Excellent classroom practice</li> <li>An ability to plan the curriculum to match the needs of the children in the class and a thorough understanding of assessment for learning</li> <li>Ability to implement a range of teaching strategies</li> <li>Experience of promoting highly effective communications within and between teams and other stakeholders in the community.</li> </ul>	
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>Effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment</li> <li>Good understanding of effective procedures for managing and promoting positive behaviour among pupils</li> <li>Good understanding of equal opportunity issues within the workplace and the importance of culture and ethos and how</li> </ul>	

<p>this impacts on morale, high expectation and high standards</p> <ul style="list-style-type: none"> <li>• Good understanding of equality of opportunity issues and how they can be effectively addressed in schools</li> <li>• Clear understanding of the role of parents and the community in school improvement and how this can be practised and developed.</li> </ul>	
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**Characteristics and Competencies**

<ul style="list-style-type: none"> <li>• Ability to promote the school’s aims positively</li> <li>• Ability to develop good personal relationships within a team, making an effective contribution to high morale</li> <li>• Ability to create a happy, challenging, and effective learning environment</li> <li>• A solution-focused mind-set and determined “no-excuses” approach to raising standards</li> <li>• A personable nature to build effective relationships with parents and all members of the school community</li> <li>• A creative and good-humored approach to all aspects of teaching, management and leadership</li> <li>• Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description</li> <li>• Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/ discussion</li> <li>• Ability to be flexible and well organized to manage, at times, unpredictable and variable workloads</li> <li>• Ability and keenness to promote the school’s positive culture and ethos.</li> </ul>	
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# Application Process

## Application Process

We will review applications as they are received and contact those shortlisted for interview. Early applications are encouraged as we will close the recruitment process once a suitable candidate is appointed.

Despite COVID-19 recruitment and hiring will continue for The Howard Academy Trust.

Applicants should apply via our online application process via [www.TES.com](http://www.TES.com)

## Important Information for Applications

**Closing Date:** Friday 07 January 2022

**Interviews:** TBC

## Person Specification

This specification sets out the criteria which will be used to shortlist candidates for interview and during the interview process. After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form. After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

We hope you find the information in this pack useful. Should you have any further queries or concerns, please do not hesitate to contact Sharon Teachen, HR Manager, on 01634 265771 or email [hr@thatrust.org.uk](mailto:hr@thatrust.org.uk).