



# St Paul's Way

Education • Foundation • Trust



## Candidate Information Pack

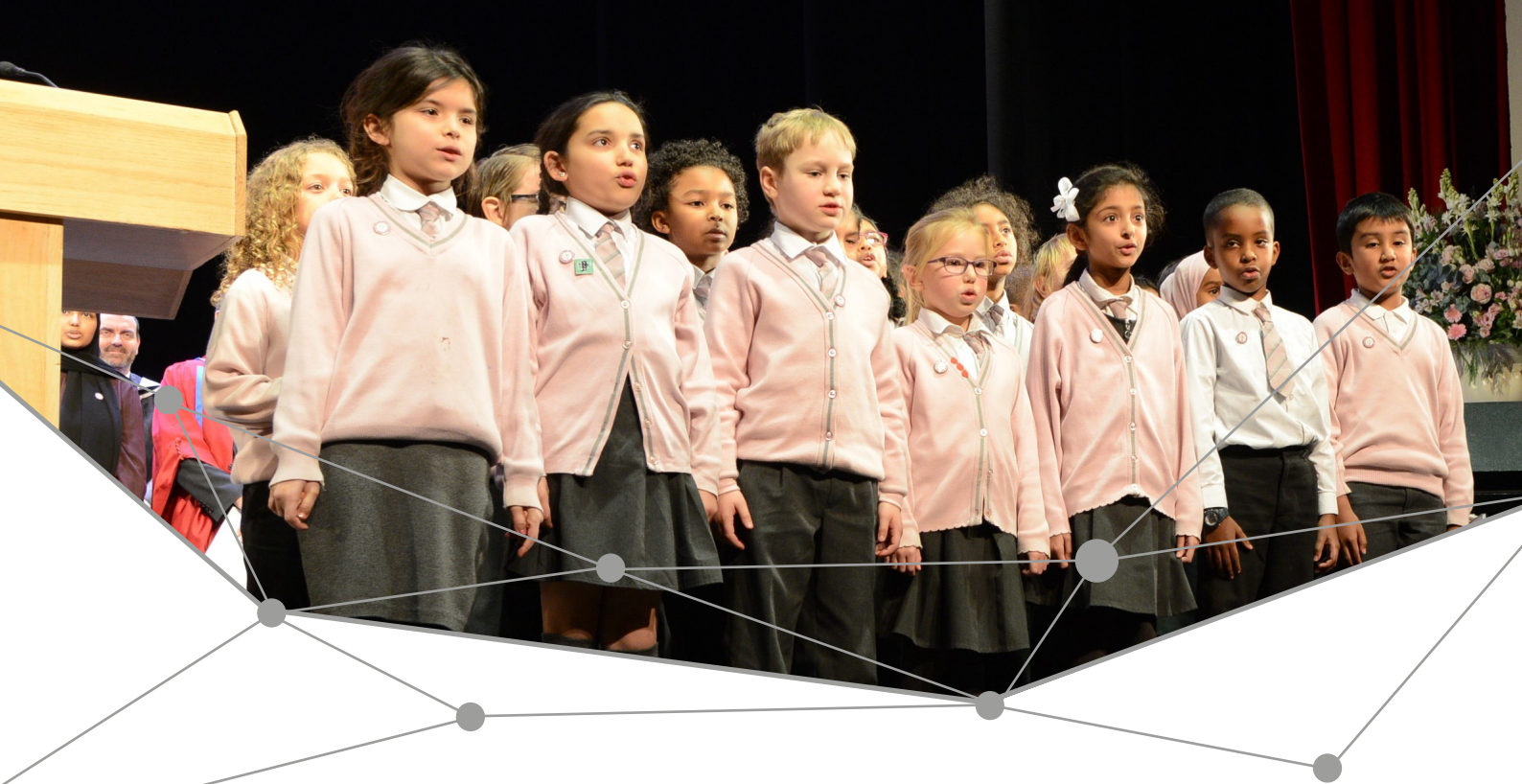
Teacher of RE

*the best place to learn in, the best place to work in  
and the best place to partner with*

UST

University Schools Trust





“ Providing transformational educational opportunities for all children...”

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# St Paul's Way Trust School

## University Schools Trust

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### Contents

Welcome	5
The University Schools Trust	6
Our School	8
Our Offer to you	9
Development and Networking Opportunities	10
Job Description	12
Person Specification	17
Application and Selection Process	19







# Welcome

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At St Paul's Way Trust we expect each of our graduates to be fully prepared for the opportunities and the demands of the adult world. During each child's school career we place strong emphasis on six key areas: Communication, Investigation, Networking, Participation, Scholarship and Vision. It is because students learn to excel in these areas that they gain the confidence to become successful global citizens.

Our undergraduate curriculum, which promotes both academic excellence and the development of well-rounded citizens, is the result of very close work with two of our Trustees: Queen Mary University of London and King's College, London. It is precisely because of our unique relationship with these Higher Education institutions, alongside our other University Trust Partners, including Warwick University, University College London, The University of Greenwich and the University of East London, that we are able to provide this exciting, relevant and robust learning experience.

The superb outcomes and the impressive university/career destinations achieved by our students, are testament to the success of our model and our belief that every child can fulfil their potential. Our accomplishments, however, have always been underpinned by the strong partnership forged with our families and the local community.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

[www.spwt.net](http://www.spwt.net)

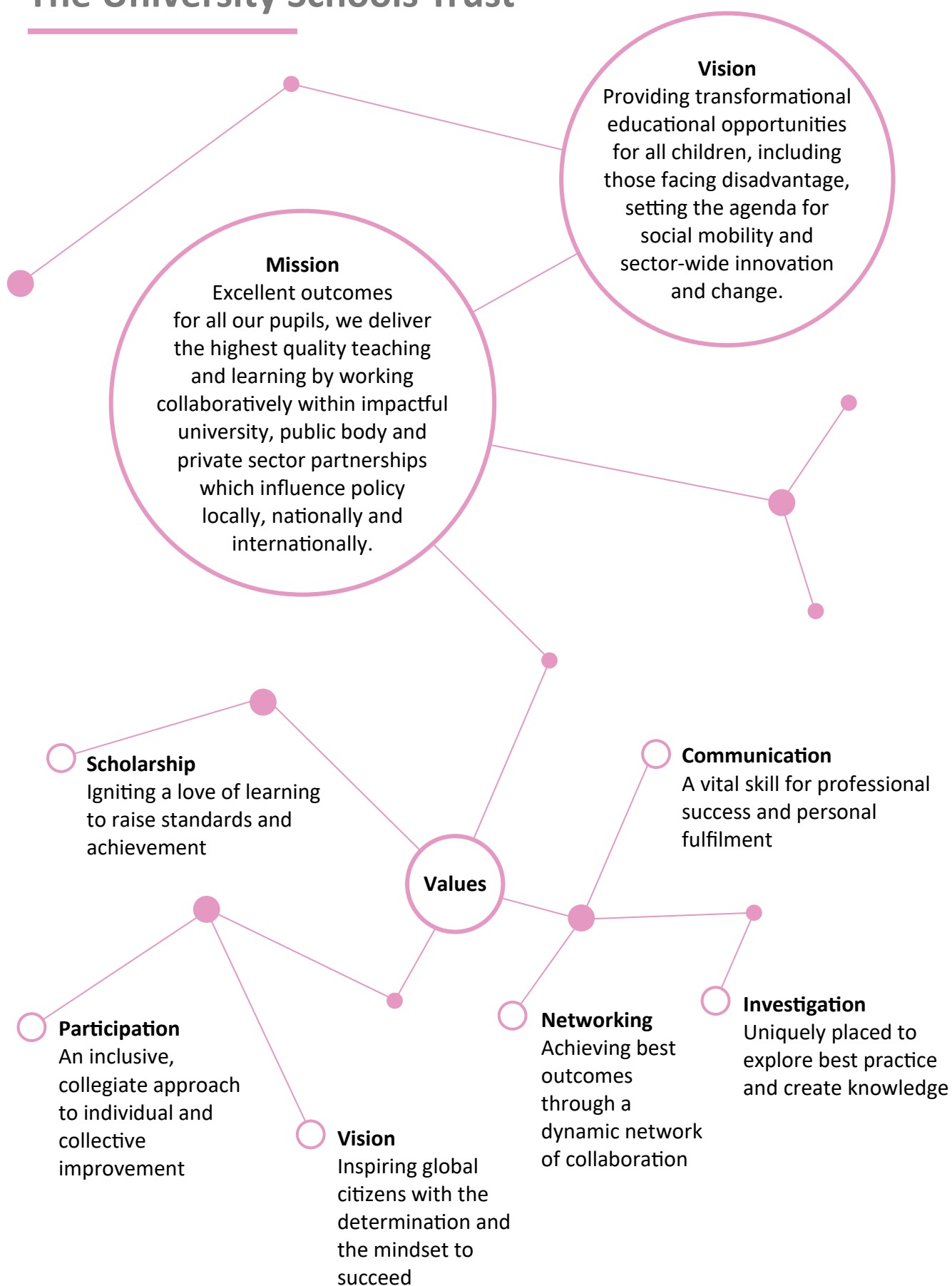
If you are interested in applying for the post and would like to arrange an informal discussion or a visit to our school, please contact Maria Ahmed (HR) on 020 7987 1883 or email [umariaahamed@spwt.net](mailto:umariaahamed@spwt.net)

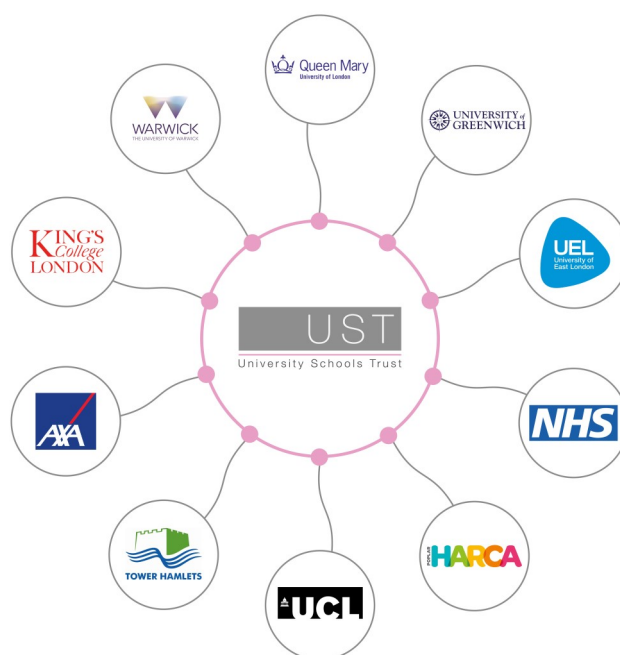
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***Philip Akerman***

Executive Headteacher

# The University Schools Trust





The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate, share and continually raise our standards.

The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning.

Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource – our staff.

For more information about our School of Education please see:

[www.ust.london/444/school-of-education](http://www.ust.london/444/school-of-education)



# Our School

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St Paul's Way Trust School is the secondary phase of an all-through school with St Paul's Way Foundation School. The school consists of 1,189 students on roll.

The school plays a pivotal role within the local community. The school received 540 1st choice applications for the 2019 intake in year 7, making it the most popular school in the borough for the fifth consecutive year. We have created a culture that is committed to ensuring that students and staff excel. Leaders are relentless in ensuring that students receive the highest quality of provision in terms of curriculum and extracurricular opportunity.

Through the school's extensive network of partnerships through the University Schools Trust and beyond, there is a culture of high expectation of outcome beyond just the classroom and students are offered an extensive range of opportunities to excel. Leaders are ambitious in their vision for the school. They continually set and achieve ambitious targets in terms of student outcomes, attendance, and destinations.

In 2017-2018, 98% of students from SPWT Sixth Form went to university. 66% of students went onto study at Russell Group Universities. Ambitious targets have been set for this year's GCSE and A Level outcomes, in keeping with the trend of high performance at both Key Stage 4 and 5 that exceed both local and national averages.

St Paul's Way Trust School provides an inspirational physical learning environment for children and young people, and warmly welcomes the community. Secure access between public and private areas enables pupils and members of the local community to easily access the school's extensive dual use community facilities, which include a theatre and a large public sports provision.

The school benefits from a Science Research Centre; a project managed by Queen Mary University of London (QMUL) and an additional set of outdoor tennis courts that were completed in Autumn 2018, funded by extended grants from London Marathon Trust and the Tennis Foundation.



# Our Offer to you

## Exceptional outcomes

- Exceptional A-Level results
- 96% of SPWT graduates going on to study at university.
- Most oversubscribed school in the borough
- Top attendance in the borough.

## Attractive pay/conditions

- Inner London pay spine.
- Access to car parking facilities.
- Finance guidance and support.

## Great location

- Located on Hackney/ Tower Hamlets border.
- Walking distance from Victoria Park/Mile End Park.
- Easy access to the Central line and Devons Road DLR.
- Short commute from Canary Wharf.
- Short commute to Westfield Stratford.

## Workload and well-being

- 'Purposeful practice' workload tool.
- On-site gym access.
- Local incentives/discounts.
- Access to Cycle/Tech scheme.

## Bespoke career pathways

- Teacher Development Trust 'Bronze' award for professional learning
- IOE accredited leadership courses (NPQML/ NPQSL/NPQH)
- Lead Practitioner development programme
- Bespoke career pathways for teaching and non teaching support staff.
- Faculty-led CPD budgets.

## Partnerships

- University partners including those from Russell Groups.
- UST lead school.
- Opportunities to positively affect student life chances in schools across London.
- Annual Science Summer School hosted by Professor Brian Cox, the school's patron.

## Unique curriculum

- Music scholars programme.
- Faraday school.
- Academic sixth form.
- Lead members of the Tower Hamlets Art Network (THAT).
- Inclusive provision including Deaf Support Base.
- Greenhouse tennis provision for students.

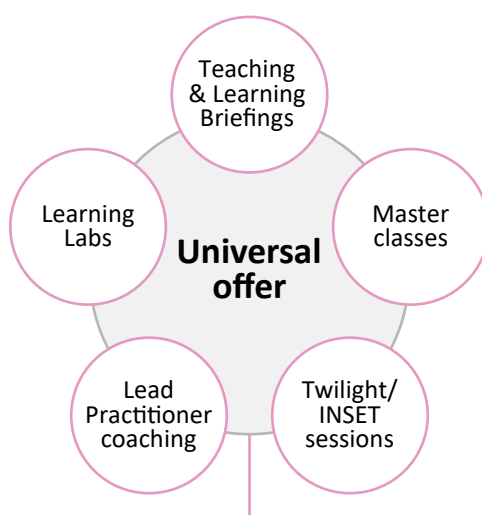
## Policies driven by professionals

- Faculty lead feedback policies.
- Teacher led curriculum design.
- 'Purposeful practice' staff consultation to reduce teacher workload.

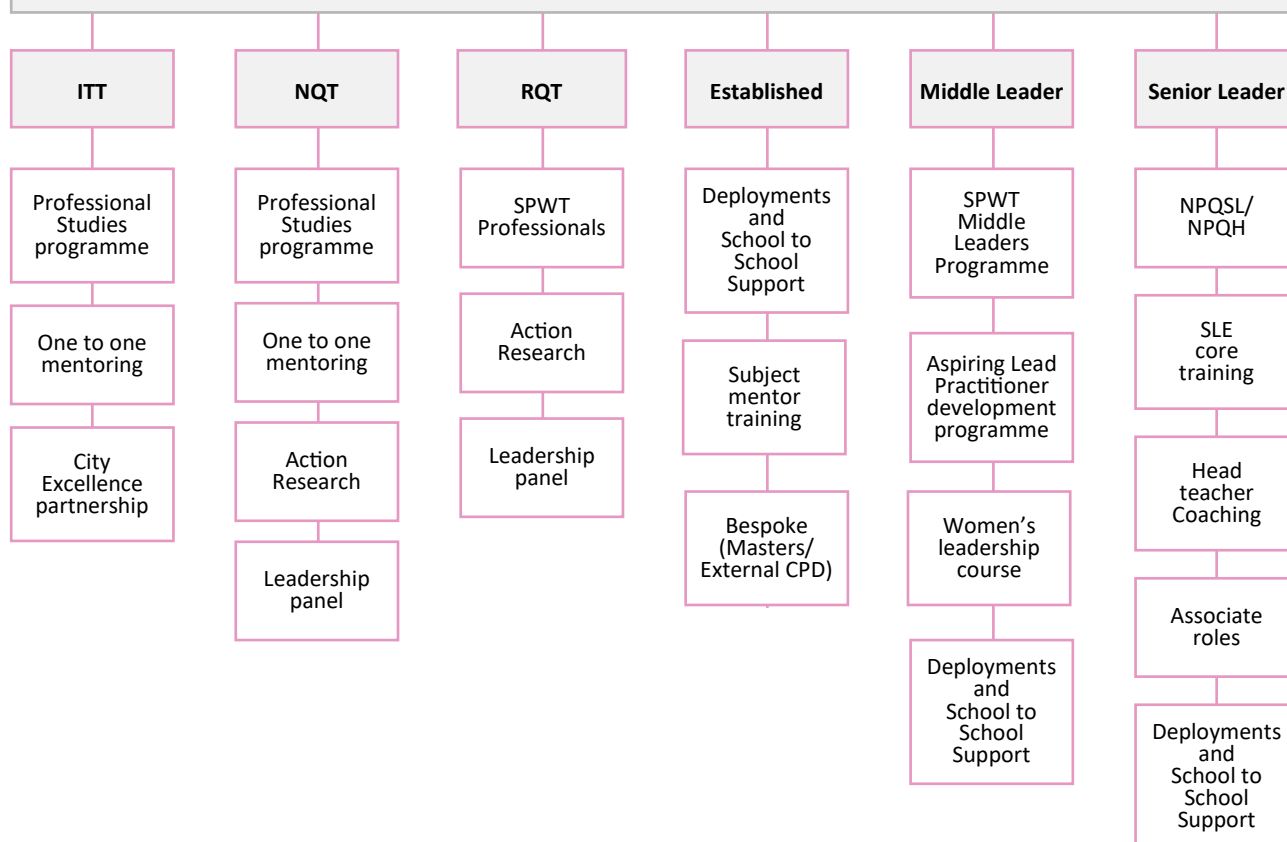
# Development and Networking Opportunities

SPWT offers all staff teaching and non-teaching opportunities to train and develop as professionals at all stages of their careers.

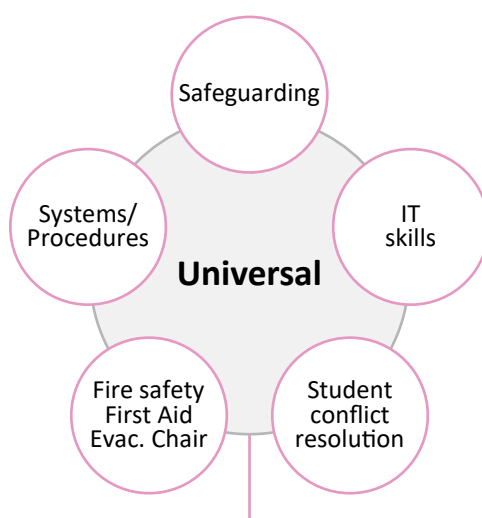
## Our CPD Offer:



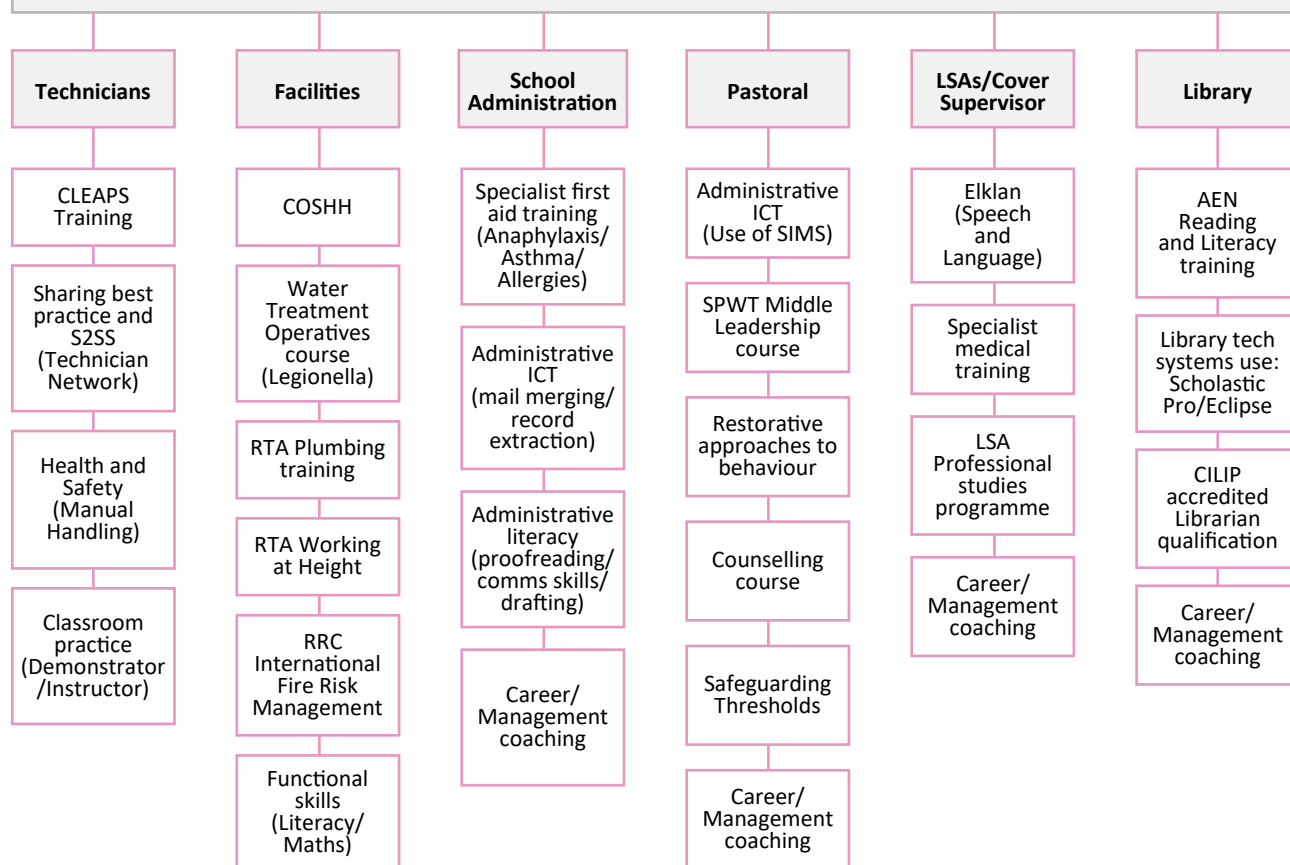
## Bespoke career stage courses in addition to your universal offer



## Our CPD Offer: The School Community



### Bespoke career stage/training courses in addition to your universal offer







## Job Description

<b>Job title:</b>	Teacher of RE	<b>Full/Part time:</b>	Full time
<b>Location:</b>	St Paul's Way Trust School	<b>Salary range:</b>	MPS/UPS
<b>Responsible to:</b>	Head of Faculty Humanities	<b>Grade:</b>	MPS/UPS

### Job description:

#### INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee. Through our influential trust partners, we have increased the scope of our work and the opportunities available to students and our staff.

#### OUR VISION

To provide transformational educational opportunities for children across London,  
setting the agenda for social mobility and sector-wide change.

#### MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

## **JOB PURPOSE**

In a time of rapid educational and administrative change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate and new needs arise. This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document in accordance with the School's policies and under the direction of the Headteacher. A summary of the key accountabilities is included below. The School is managed through a network of inter-related teams

## **SPECIFIC RESPONSIBILITIES**

### **TEACHING**

- Plan work in accordance with faculty schemes of work and National Curriculum programmes of study.
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- Work in collaboration with Learning Support Assistants, Special Educational Needs, EAL Team and Deaf Support Base staff attached to any teaching group.
- Take account of students' prior levels of attainment and use them to set targets for future improvements. ☐ Set work for students absent from school for health or disciplinary reasons.
- Maintain good discipline by adherence to the advice given to staff in the staff handbook and elsewhere.
- Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the school's behaviour code.
- Set appropriate and demanding expectations for students' learning, motivation and presentation of work.

### **Assessment, Recording & Reporting**

- Maintain notes and plans of lessons undertaken and records of students' work.
- Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and written feedback and clear targets for future learning as appropriate.
- Carry out assessment programmes (e.g. reports) as agreed by the School or department.
- Complete student records of achievement in line with policy and as specified in the published calendar.
- Attend the appropriate Parents' Evenings to keep parents informed as to the progress of their child.
- Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students

### **PASTORAL WORK**

- Undertake responsibility for a tutor group as required including tutor/student interviews.
- Be the first point of contact for parents of students in the tutor group.
- Monitor (and set targets for) the social and academic progress of individuals in the tutor group.
- Be prepared to undertake responsibility for delivery of the PSHE programme to one or more tutor group.
- Promote good attendance and monitor in accordance with the school's attendance policy.

## **PROFESSIONAL STANDARDS**

- Support the aims of the School to promote a “learning community”.
- Treat all members of the community, colleagues and students, with respect and consideration. Treat all students fairly, consistently and without prejudice.
- Set a good example to students in terms of appropriate dress, standards of punctuality and attendance. Promote the aims of the school by attendance at and participation in events such as open evenings, options evenings and the like (as appropriate to responsibilities).
- Support the ethos of the School by upholding the Code of Conduct, uniform rules, etc.
- Take responsibility for own professional development and participate in staff training when provided. Reflect on own practice as well as the practices of the School with aim of improving all that we do.
- Read and adhere to the various policies of the School as expressed in the School Improvement Plan, the staff handbook, subject team/year team documentation, etc.
- Participate in the development and management of the School by attending various team and staff meetings. ☐ Undertake duties as prescribed within School policies.
- Ensure that all deadlines are met as published in the School calendar.
- Undertake professional duties that may be reasonably assigned to them by the headteacher (e.g. cover, etc.).
- Be proactive and take responsibility for matters relating to health and safety.



## **COMMON ROLES OF THE ALL TRUST MEMBERS**

### **Leadership: Vision and Values**

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive innovation.
- To drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

### **Leading and Managing Others and Self**

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's health and safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

### **Additional requirements**

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

## **JOB DESCRIPTION AGREEMENT**

The post holder will be line managed and appraisal managed by: Head of Faculty— Humanities

The above job description was agreed in April 2020. It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

..... Signed by (Post holder)

..... Signed by (Headteacher)

Attributes	E= Essential D= Desirable	<u>Evidence</u> A= Application I = Interview O= Observation
<b>Qualifications</b>  Qualified teacher status	E	A/I
<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>• A clear and well-thought out understanding of current educational issues, theory and practice.</li> <li>• Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements.</li> <li>• Have a secure knowledge and understanding of their specialist subject(s) equating to degree level, including the subject knowledge specified in the relevant ITT National Curricula.</li> <li>• Understand progression in their specialist subject(s), including before their specialist age range.</li> <li>• Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s).</li> </ul>		
<b>Planning and setting expectations</b> <ul style="list-style-type: none"> <li>• Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.</li> <li>• Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment.</li> <li>• Identify students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).</li> </ul>		
<b>Teaching and managing student's learning</b> <ul style="list-style-type: none"> <li>• Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.</li> <li>• Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.</li> <li>• Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.</li> </ul>		
<b>Assessment and evaluation</b> <ul style="list-style-type: none"> <li>• Assess how well learning objectives have been achieved and use this assessment for future teaching.</li> </ul> Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.  When applicable, understand the demands expected of students in relation to the National Curriculum and Key Stage 4 & 5 courses.		



<b>Student achievement</b> Secure progress towards student targets.		
<b>Relations with parents and the wider community</b> <ul style="list-style-type: none"> <li>• Know how to prepare and present informative reports to parents.</li> <li>• Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples.</li> <li>• Understand the need to liaise with agencies responsible for students' welfare.</li> </ul>		
<b>Managing own performance and professional development</b> <ul style="list-style-type: none"> <li>• Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.</li> <li>• Understand their professional responsibilities in relation to school policies and practices.</li> <li>• Set a good example to the students they teach in their presentation and their personal conduct.</li> <li>• Evaluate their own teaching critically and use this to improve their effectiveness.</li> </ul>		
<b>Managing and developing staff and other adults</b> Establish effective working relationships with professional colleagues including, where applicable, associate staff.		
<b>Managing resources</b> Select and make good use of textbooks and other resources.		
<b>Other attributes considered desirable at St. Paul's Way Trust School</b> <ul style="list-style-type: none"> <li>• A record of excellent attendance and punctuality.</li> <li>• Excellent written and oral communication skills, including appropriate ICT skills.</li> <li>• The ability to work, and contribute, effectively within departmental and Year-based teams.</li> <li>• The ability to work actively and effectively with parents, governors and other stakeholders.</li> <li>• Flexibility and a willingness to be involved in the life of St. Paul's Way Trust School.</li> <li>• The ability to use own initiative and motivate others.</li> <li>• A commitment to teaching and lifelong learning, and a willingness to continue to further own learning through continuing professional development.</li> <li>• Commitment to implement the School's Equal Opportunities Policies.</li> <li>• A developing range of successful teaching strategies.</li> <li>• A secure knowledge of the importance of data as a means both to measure and to extend progress.</li> <li>• A high level of organisational and planning skills.</li> <li>• The ability to create a stimulating visual environment for the classroom.</li> <li>• The ability to create a dynamic learning environment which values and enables everyone equally.</li> <li>• A commitment to the mission and aims of St. Paul's Way Trust School.</li> <li>• An awareness of equal opportunities issues generally and specifically of how they relate to this area of work.</li> </ul>		

# Application and Selection Process

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All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

## To apply please:

- Visit [www.spwt.net/contact vacancies](http://www.spwt.net/contact-vacancies) and follow the link to complete your application form.

Deadline for applications: 12pm, Friday 15th January 2021





# St Paul's Way

Education • Foundation • Trust

125, St Paul's Way, London E3 4FT

**T** 020 7987 1883  
**E** [school@spwt.net](mailto:school@spwt.net)  
**W** [spwt.net](http://spwt.net)

