



St Paul's Way

Education • Foundation • Trust



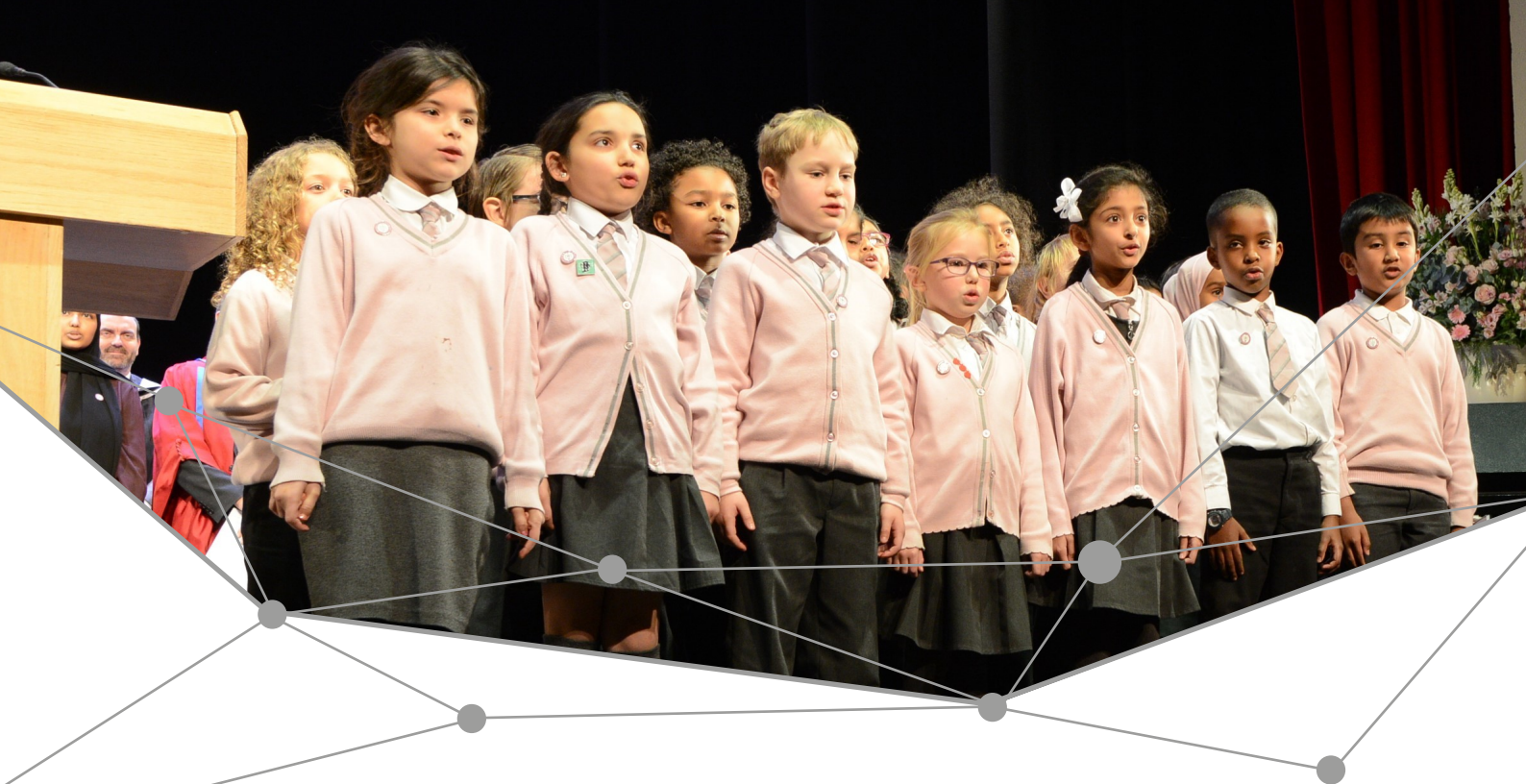
Candidate Information Pack

Director of Early Career Teaching (Mat Cover)

*'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... ”



St Paul's Way Trust School

University Schools Trust

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Welcome



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.

Philip Akerman

Executive Headteacher

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:

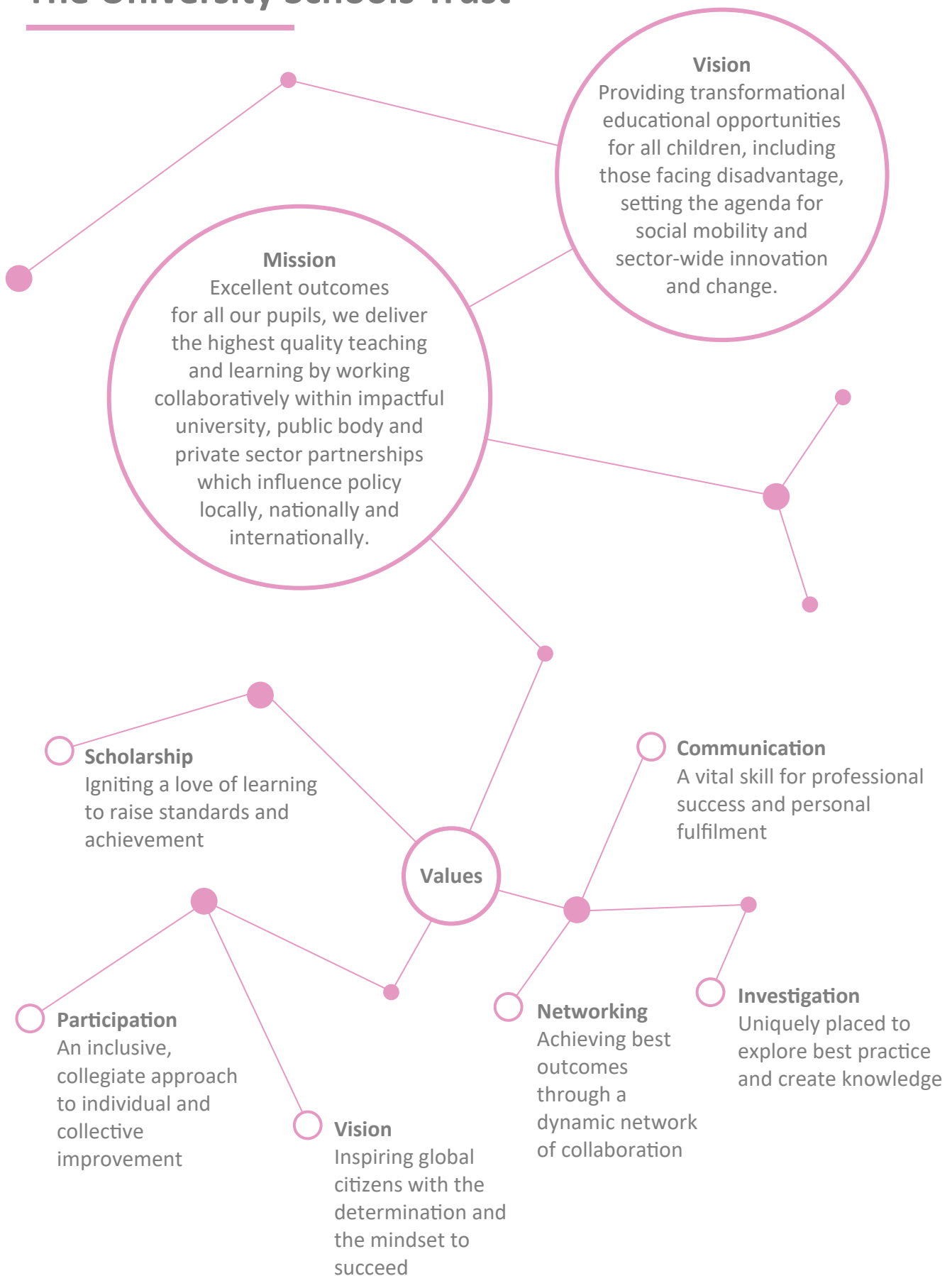
www.spwt.net

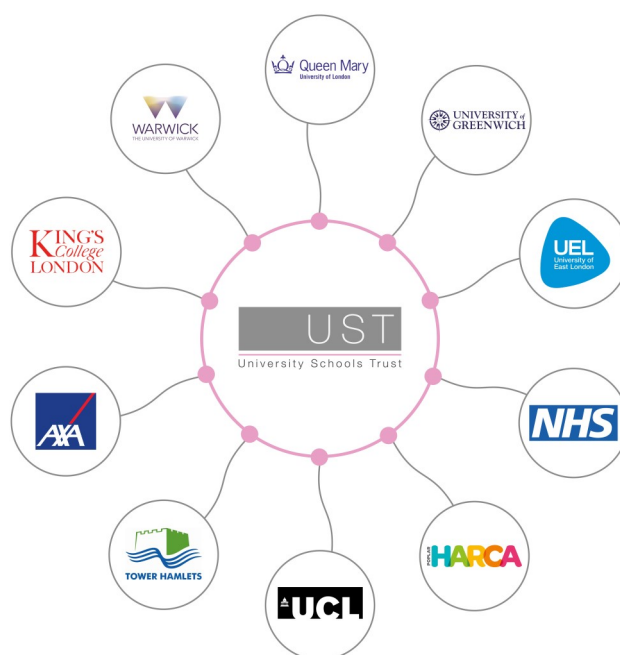
If you are interested in applying for the post and would like to arrange an informal discussion or a visit to our school, please contact Cleo O'Flaherty on:

020 7987 1883 or

email coflaherty@spwt.net

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

Our School

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.

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.

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.

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.

Workload and well-being

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

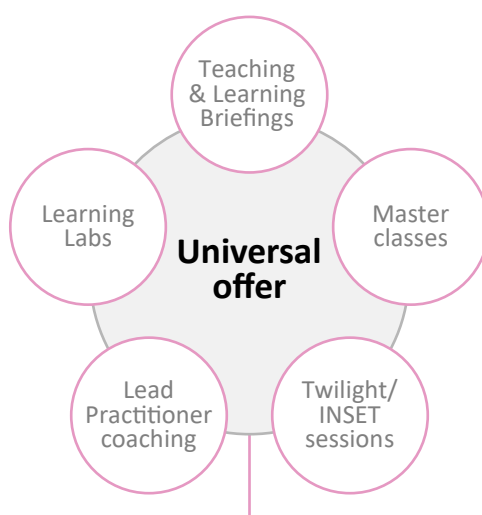
Policies driven by professionals

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

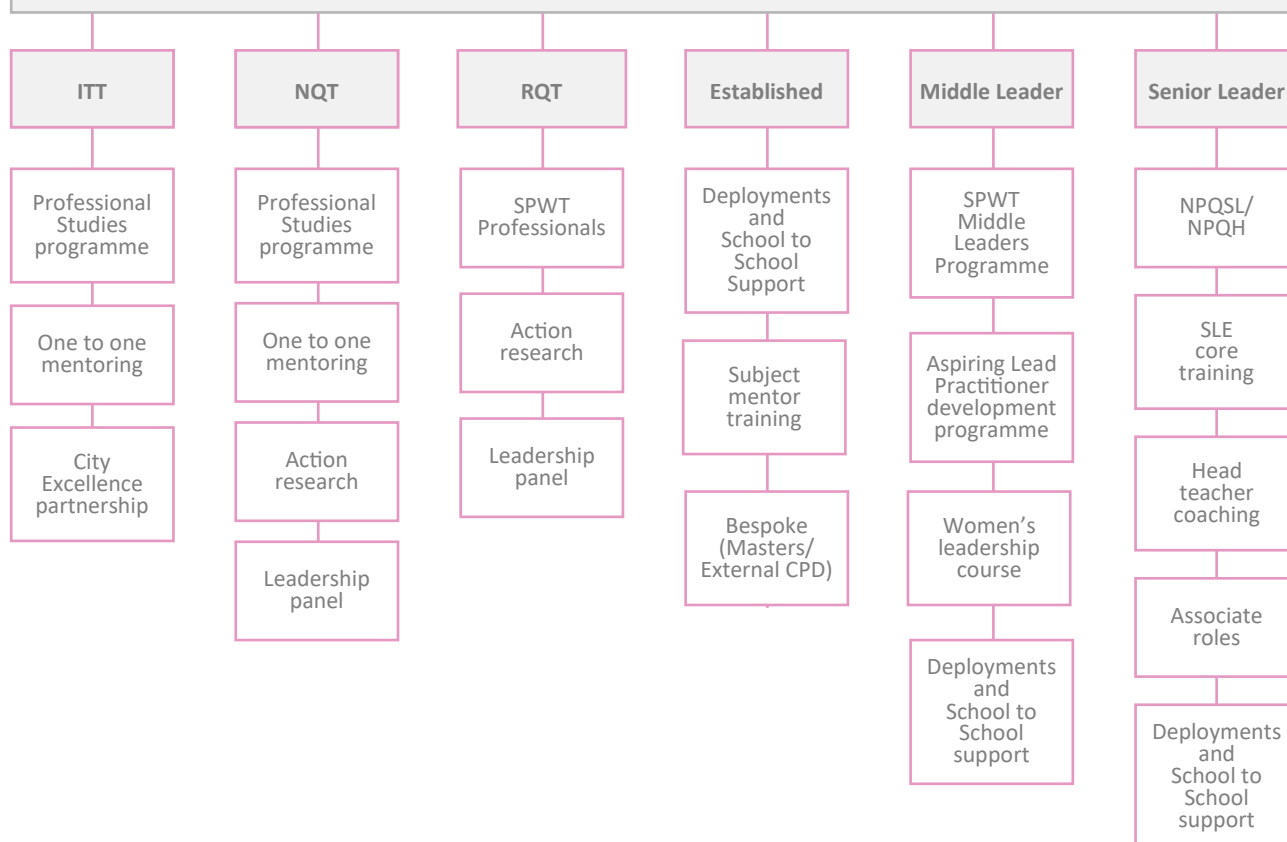
Development and Networking Opportunities

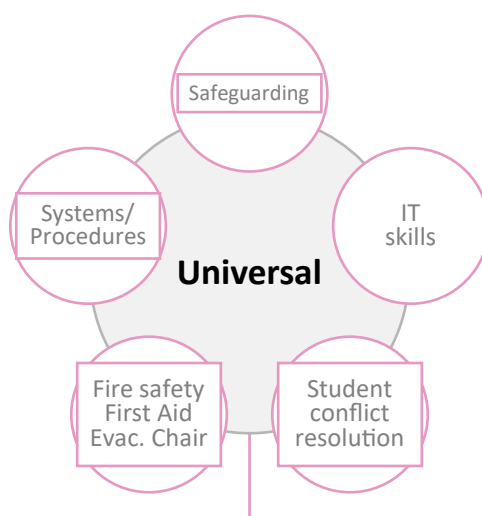
SPWT offers all staff teaching and non-teaching opportunities to train and develop as professionals at all stages of their careers.

Our CPD Offer:

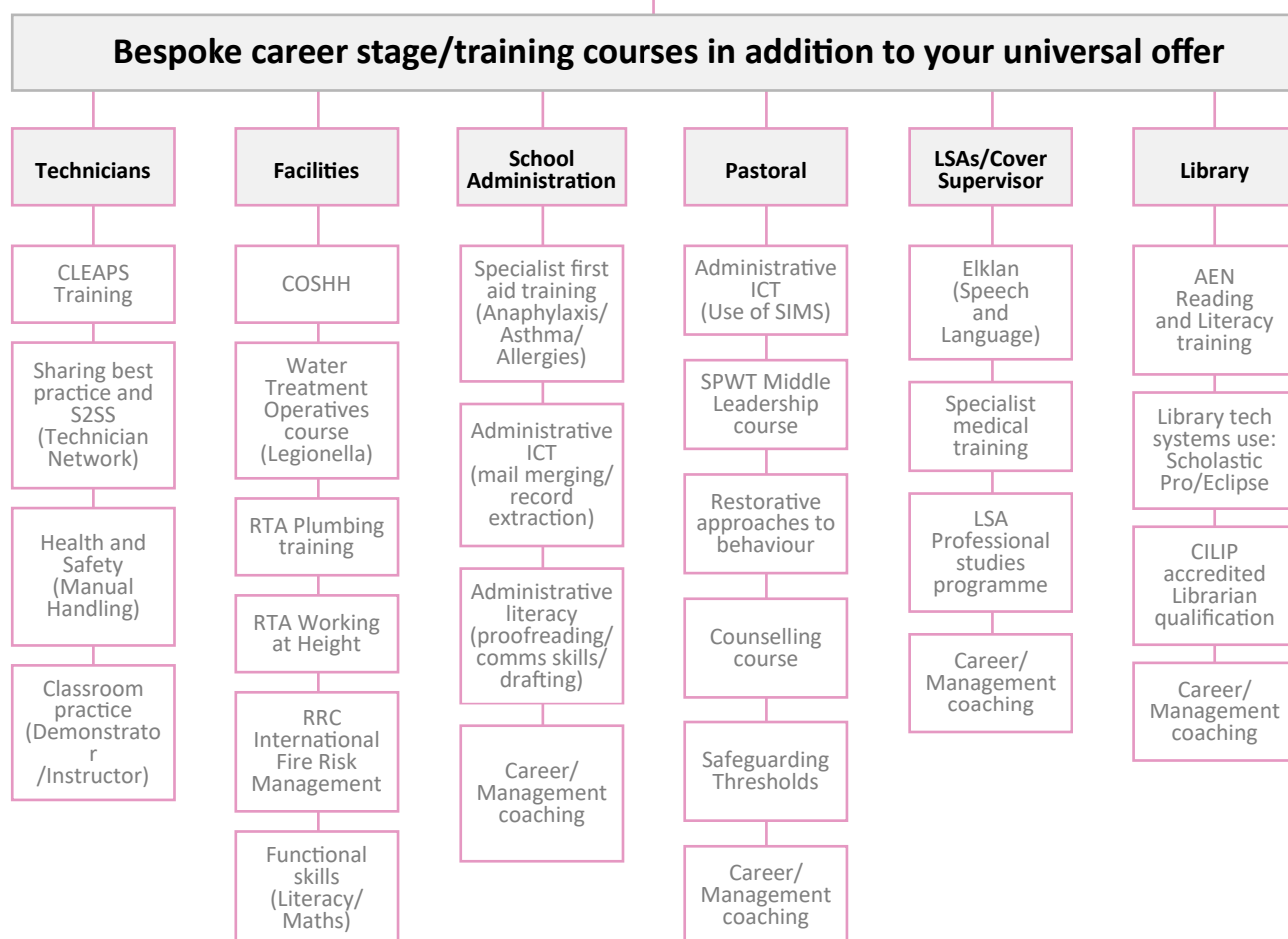


Bespoke career stage courses in addition to your universal offer





**Our CPD Offer:
The School Community**





Job Description

| | | | |
|----------------------|-----------------------------------|----------------------------------|-------------------------------|
| Job title: | Director of Early Career Teaching | Location: | St Paul's Way Trust School |
| Start Date: | January 2022 | Grade & Salary Range: | Leadership Pay Spine L8 – L12 |
| Line Manager: | Director of Learning | Contract Type: | Maternity cover |

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 Summary:

- Lead and develop the continual professional development programme at SPWT for early career teachers, including ITT, NQT and RQT
- Evaluate and develop a strategy that brings together a variety of initial teaching training routes into a coherent programme which complies with the Early Career Framework
- Monitor and evaluate the quality of teaching and learning across the school for early career teachers, identifying and designing effective interventions to support improvement

SPECIFIC RESPONSIBILITIES**Basic Principles****Key responsibilities:**

- To assist the senior leadership team in a robust self-evaluation of our early careers provision
- To lead on developing a robust, rigorous and research-informed early career programme for a range of teaching routes, including but not limited to: Schools Direct; Teach First; NQT; RQT
- To work with colleagues across the school to support and coach early career teachers so they improve in a systematic manner, so they can continue to improve and thrive during their career
- To design an early career training programme which sits alongside support for effective mentoring
- To develop the subject mentor programme so that mentors can effectively support their mentees' development of subject specific knowledge and pedagogy
- To monitor the impact of the early career framework by monitoring the progress of Schools Direct/ ITT/NQT/ RQT candidates and ensuring the correct support is in place
- To liaise with our teacher training providers to ensure we maintain constructive partnerships
- To lead as the school's NQT Appropriate Body and ensure a high-quality offer
- To act as a point of contact for all beginning teachers across the school
- To help develop, monitor and implement school policies as required
- Acting swiftly on any concerns you have about your progress or the quality of support provided;
- Arranging the final assessment and signing off of NQTs in the induction year.
- Ensure that the NQT's teaching is observed and feedback provided;
- Leading the development of the support plan, if necessary, with the aim of enabling the NQT to meet the Teachers' Standards and excel in your early years;
- Ensure third-party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards;
- Ensure NQTs are aware of how they can raise any concerns about their Induction programme or their personal progress;
- To act as a role model to staff and students
- To ensure accountability through regular reviews of progress and monitoring
- To provide support and challenge to staff
- To ensure that school policy and practice reflects a commitment to equal opportunities and inclusion
- To ensure that procedures for safeguarding children are in place and followed by all staff

Pupil Progress

- To agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets

Pupil Progress (continued)

- Engage in the pupil progress review model to ensure strategic plans are in place to address underperformance or concerns over individual pupils or sub groups

Leadership

- Assisting in the recruitment of staff in accordance with the DfE's Safer Recruitment in Education guidelines and the school's Recruitment policy;
- Creating an environment where there is visible acknowledgement that everyone's contribution is valued.
- To develop the unique culture and identity of early career teaching and to be an ambassador for it within the school and the wider community
- To promote strong working relationships between all colleagues, and to facilitate positive relationships between pupils and staff in the Faculty

Wider Professional Responsibilities

- Make an active contribution to the policies and aspirations of the school
- Seek to share your expertise with colleagues
- Contribute effectively to the work of the wider team.
- Play a critical role in the life of the school.
- promoting the general progress and well-being of individual pupils
- providing guidance and advice to pupils on educational and social matters and on their further education and future careers
- providing a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer
- communicating and consulting with the parents / carers of pupils in line with school procedures;
- participating in meetings arranged for any of the purposes described above;
- providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;
- participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school
- undertake any professional duties reasonably delegated to you by the Headteacher

Teaching responsibilities

- To undertake a designated programme of teaching across all key stages
- To collaborate with colleagues at and/ or teach pupils, and take part in training/ coaching, at the St Paul's Way Foundation School (Key Stages 1-2)
- Plan teaching 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
- Teach consistently high quality lessons informed by the school's teaching principles
- Set expectations for pupils in relation to standards of achievement and the quality of learning and teaching
- Teach to ensure knowledge is retained in long term memory of pupils
- Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes
- Follow the Faculty feedback policy, providing formative feedback in every lesson and whole class feedback for set pieces of work

Teaching responsibilities (continued)

- To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- Work in collaboration with Learning Support Assistants, Special Educational Needs Team and Inclusion Team
- Be familiar with the SEND Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for pupils
- Be a role model for pupils, inspiring them to be actively interested in your subject
- Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in your curriculum area
- Promote learning through out of hours activities such as enrichment, educational trips and speaker visits
- Promote aspects of Personal Development, CEIAG and enrichment related to your subject
- To understand progression and be able to assess against benchmarks, and to keep such records as are required
- To be comfortable using data to plan interventions for individual pupils.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils
- Undertake assessment of pupils as requested by external examination bodies, curriculum areas and school procedures
- To follow the school policies and procedures on teaching, learning and assessment

Staff Development

- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the Performance Management process
- Participate in whole school and CPL programmes

Pupil Support and Progress

- To be a Form Tutor to an assigned group of pupils if and when required
- To promote the general progress and well-being of individual pupils and the Tutor Group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Pupil Support system.
- To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required
- To contribute to the preparation of Action Plans and other reports as required
- To alert the appropriate staff to problems experienced by pupils
- To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff.
- To contribute to personal development, CEIAG and enrichment according to school policy
- To apply the Behaviour for Learning policy so that effective learning can take place
- Meet with pupils over whom there are concerns and contact home where necessary in conjunction with pupil support teams

Pupil Support and Progress (continued)

- Meet with pupils over whom there are concerns and contact home where necessary in conjunction with pupil support team and Faculty heads

COMMON ROLES OF ALL TRUST MEMBERS**General administration**

- Check that information required by various internal and external bodies is produced within the given time scale and is of excellent quality
- Ensure that communications are responded to in a timely manner and agreed deadlines are met

Equality and Diversity

- The School has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Health and Safety

- The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

Safeguarding

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school
- Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

Qualification Criteria

- A fully qualified teacher with evidence of QTS for secondary teaching
- Qualified to at least degree level in subject area and/or good A Levels or equivalent
- Qualified to teach and work in the UK

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Trust's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school, the Trust. And the local authority.

Signed _____ Date _____ Post holder

Signed _____ Date _____ Executive Headteacher

St Paul's Way Trust School

Director of Early Career Teaching—Person Specification

| Knowledge and Experience | Essential |
|--|-----------|
| <ul style="list-style-type: none"> • Successful teaching experience at secondary level, preferably within a multi-ethnic urban school (not essential). • Understanding of current theory and practice of effective teaching and learning. • Relevant experience/proven success in teaching at all Key Stages and confidence in developing the curriculum. • Evidence of excellent classroom practice with a proven ability to teach to a consistently high standard. • Knowledge of current academic research on pedagogy (preferable). | ✓ |
| Skills and Abilities | Essential |
| <ul style="list-style-type: none"> • The ability to work as part of a team and to develop and maintain positive relationships with all colleagues. • Good level of ICT skills. • Accuracy of judgement in lesson observation and work reviews to ensure effective feedback to colleagues. • Knowledge of strategies that can be used effectively at Key Stages 3, 4 and 5 to raise attainment. • Ability to lead and manage own work effectively in line with school the school's priorities, meeting all agreed deadlines. • Ability to coach colleagues to help improve teaching practice. • Ability to accurately reflect on practice and identify professional development needs. • Strong leadership skills and evidence of motivating students and staff. • Ability to monitor the quality of teaching and learning across all Key Stages and provide appropriate support as required. • Ability to recognise and respond to the needs of students of different learning needs and backgrounds. • Ability to analyse and interpret both internal and external data accurately and to use this to inform future planning and intervention. | ✓ |
| Personal Qualities | Essential |
| <ul style="list-style-type: none"> • Passionate about developing and working within a culture of academic excellence. • Committed to providing an inclusive transformational education for all students. • Motivated to contribute directly to the creation and growth of a thriving new secondary school. • Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels. • Committed to contributing to school life as a whole and willingness to be involved with enrichment activities and community projects. • A positive approach to hard work and collaboration within a team. • Passionate belief in the success of young people in the subject and in teaching and obtaining high standards. • Responsive to and resilient when faced with the management of change or challenge. | ✓ |

Application and Selection Process

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 to be received is **Midday, Monday 18th October 2021.**





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