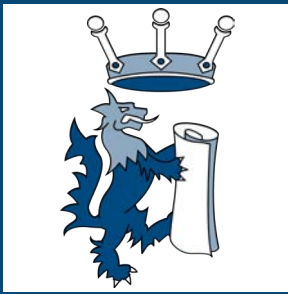




The
Sittingbourne School

English Teacher
The Sittingbourne School
Information



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Welcome

Thank you for expressing an interest in the advertised English Teacher post. We hope that this pack gives you all the information you need to decide if The Sittingbourne School is the school for you. However, please do not hesitate to contact us to arrange a visit to see for yourself what life at the school is like.

The Sittingbourne School is a large, oversubscribed school built on a strong sense of community, making us a warm and very special place to be part of. Students and staff feel proud to belong to The Sittingbourne School. Our staff work tirelessly to ensure the wellbeing and happiness of every child.

However, we are not a school where we allow ourselves to be defined or limited by the pastoral care we offer. We never forget that teaching and learning is our core business. Our motto is “Empowered through learning” because we believe that through excellent teaching and a fantastic curriculum every child can succeed, be happy and change their lives. We do everything we can to ensure every child consistently receives high quality teaching and learning in every lesson and engages in a challenging and relevant curriculum.

Our drive and ambition for our students was recognised by Ofsted, who in their March 2023 inspection report stated how, “Staff have high aspirations for what all pupils can learn and achieve. This level of ambition is evident throughout the school”. They also commented on how, “Pupils are proud of how tolerant and supportive their school is” and that, “The vast majority of pupils behave well in school”. The school was graded as “Good” for the third successive inspection.

We have a strong and supportive senior leadership team for whom staff wellbeing is a priority. We appreciate the challenges teachers and support staff face and we do all we can to reduce unnecessary workload and cut down on bureaucracy. We take a zero tolerance approach to rudeness and defiance to staff and we make sure that no member of staff feels alone when things are tough. Staff also benefit from a wide ranging programme of ongoing staff development. The work culture is friendly, professional and supportive, with recruitment and retention another real strength of the school.

In addition, the school also profits from the collaborative support of Swale Academies Trust, whereby close working networks continue to drive improvements to all aspects of school life. If you think The Sittingbourne School could be the school for you, please email Sarah Scott-Drysdale (sarah.scottdrysdale@swale.at) for more information and to arrange a visit. We look forward to seeing you soon.

Yours Sincerely



Mr Nick Smith
Headteacher

Job Description

Job Title:	Classteacher (Secondary)
Grade:	MPS/UPS (with Qualified Teacher Status) UNQ (without Qualified Teacher Status)
Responsible to:	Headteacher

Purpose of the job

The current School Teachers' Pay and Conditions Document describes the general professional duties which teachers are expected to undertake in the course of their employment.

Teachers are also expected to perform particular duties as may reasonably be assigned to them by the Headteacher.

For the purpose of this general job description these particular duties are:

Curriculum

- To plan and prepare courses.
- To continuously review teaching methods, schemes of work and resources as necessary.
- To advise and co-operate with the line-manager, other teachers and the Senior Leadership Team on the preparation and development of courses of study, teaching materials and resources, teaching programmes, methods of teaching, assessment and pastoral arrangements.
- To participate in meetings of the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- To take part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Professional Development etc.

- To participate in any arrangement within an agreed national framework for the performance management of performance and that of other teachers.
- To participate in arrangements for further training and professional development as a teacher.
- To contribute as appropriate to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new and newly qualified teachers.
- To co-ordinate or manage the work of other teachers as appropriate.
- To manage or supervise support staff as necessary.

Pupils:

- To plan and prepare lessons.
- To teach pupils assigned, including setting and prompt marking of work carried out by pupils in school or elsewhere.
- To set relevant and sufficient homework, according to the homework timetable, and to ensure prompt marking of the homework or coursework.
- To assess, record and report on the development, progress and attainment of pupils, according to departmental and whole-school policies.
- To participate in the arrangements for preparing pupils for public examinations.
- To assess pupils for the examinations and record and report these assessments.
- To promote the general progress and wellbeing of individual pupils and of any class or group assigned.
- To provide guidance and advice to pupils on educational and social matters and on their future education and careers, including information about the sources of more expert advice on specific questions.

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- To make records of, and reports on, the personal and social needs of pupils.
- To provide or contribute to oral and written assessments, reports and references relating to individual pupils and/or groups of pupils.
- To maintain good order and discipline among pupils and to safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- To attend assemblies and to supervise tutor groups while in assembly, unless the teacher wishes to opt out of any religious aspect of assembly where this is against their beliefs.
- To accurately register pupils at a.m. and p.m. registration and during lessons and at any other time necessary before, during or after school.
- To provide, as a Tutor, the individual contact, knowledge and support for pupils within the allocated tutor group and to liaise with parents and other staff accordingly, as appropriate.
- To contribute to the personal and social education of pupils generally and specifically through the teaching of the PSE programme to the tutor group.
- To support all colleagues in ensuring that high standards of uniform and behaviour are maintained within the school.
- To work with other colleagues to ensure that there is a consistent approach in ensuring pupils abide by the school's code of conduct and the same consistency in dealing with pupils who do not conform to school rules.
- To make relevant records and reports as necessary.

Parents and the wider community:

- To communicate and consult with the parents of pupils when required.
- To communicate and co-operate with other persons and outside agencies as required.
- To participate in meetings arranged for any of the purposes described above.
- To foster good relationships with parents.

Resources and Accommodation:

- To take responsibility for the care of resources, accommodation and fabric of the school, particularly when pupils are present.
- To allocate, as appropriate, equipment and materials in connection with his/her teaching.

Policies and Staff Handbook:

- To ensure that all departmental and school policies are understood and complied with.
- To ensure that they have read and understands the contents of the Staff handbook and complies with all the requirements detailed in the handbook.

Administration:

- To participate in administrative and organisational tasks related to the above duties.

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Health and Safety:

- To accept responsibility for own safety – as well as that of the pupils and colleagues with whom you work.
- To undertake Health and Safety training offered.
- To be aware of Health and Safety issues and the hazards associated with manual handling tasks, including the cumulative effect of repeated manual handling operations.
- To follow any control measures and care plans required by the generic or individual risk assessments.
- To be familiar with and use available equipment safely.
- To be aware of your own limitations and inform your employer of any circumstances that may alter ability to perform manual handling tasks.
- To report accidents and hazards.
- To report deficiencies in the employer's Health and Safety protection arrangements.

Working Time:

The following is extracted from the School Teachers' Pay and Conditions Document.

- A teacher employed full-time shall be available for work for 195 days in any school year, of which 190 days shall be days which they may be required to teach pupils in addition to carrying out other duties; and those 195 days will be specified by the head teacher
- Such a teacher shall be available to perform duties at such times and such places as may be specified by the head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which they are required to be available for work.
- Such a teacher shall work such additional hours as may be needed to enable them to discharge effectively their professional duties, including, in particular, the marking of pupils' work, the writing of reports on pupils and the preparation of lessons, teaching materials and teaching programmes. The amount of time required for this purpose beyond the 1265 hours and the time outside the 1265 specified hours at which duties shall be performed shall not be defined by the governors but shall depend upon the work needed to discharge the teacher's duties.

A summary of the directed time for teachers as allocated by the Headteacher is detailed in the staff handbook.

The Working Time Regulations 1998

All teachers are subject to the EU Working Time Regulations which are described in paragraph 114 of DfEE Circular No. 12/99.

The duties / responsibilities of this post may vary from time to time according to the changing needs of the Trust services.

Person Specification

Qualifications		Essential / Desirable
Qualified Teacher Status or willingness to work towards this.		E
A Degree		E
Experience		
Teaching of specialist subjects across all three key stages.		E
Skills and Abilities		
Ability to communicate positively with children.		E
Ability to work supportively and collaboratively within a team.		E
Ability to reflect upon and improve your teaching practice.		E
Knowledge		
Knowledge of the National Curriculum.		E
Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety.		E
A good understanding of the importance of literacy and numeracy across the curriculum.		E
A good understanding of how to assess pupil progress.		E
A good understanding of how to plan and assess work for vulnerable groups, such as SEN pupils, pupil premium pupils and gifted and talented pupils.		D
Personal Qualities		
Enthusiasm for your specialist subject.		E
Ability to manage own workload.		E
A commitment to own continuing professional development.		E



Working at The Sittingbourne School

Benefits

- Teachers Pension Scheme – with a generous employer contribution
- Enhanced Maternity Pay
- Employee Referral Recruitment Incentive
- Access to training and development
- Discounts with local and national retailers, cinemas and restaurants
- On-site Parking

Well-Being

- Employee Assistance Programme – Wellbeing and advice
- Cycle to Work scheme

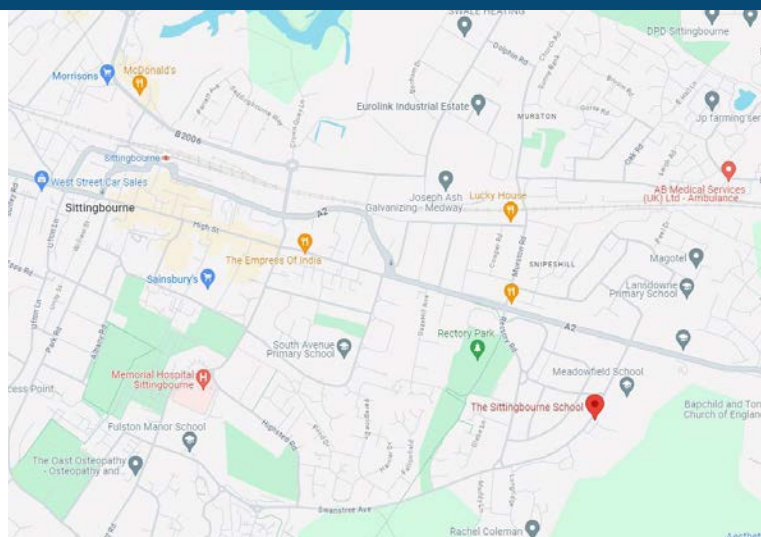
Finding Us

The Sittingbourne School
Swanstreet Ave, Sittingbourne ME10 4NL

01795472449
tss-office@swale.at

Closest Train Station: Sittingbourne Station
Approx. 29-minute walk or 15-minute Bus

Closest Bus stop:
The Sittingbourne School - 355, 371F, 371Q, 371S
Vincent Road - 355, X3
Swanstreet Avenue - 328, 334, 370S, 371R, 372U, 647, IB2





The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the Kent-Teach website and applications should be made via this route. Alternatively, completed [SAT Application Forms](#) can be sent by email to sarah.scottdrysdale@swale.at or by post to the following address:

Miss Sarah Scott-Drysdale
The Sittingbourne School
Swanstreet Avenue,
Sittingbourne
Kent
ME10 4NL

The Shortlisting and 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. The Sittingbourne School may complete online checks of any candidates as part of the Shortlisting Process.

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.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.



Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Swale Academies Trust schools will conduct an online check of shortlisted candidates in line with the Keeping Children Safe In Education guidelines.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's [Privacy Notice](#) for job applicants for information about how we use any personal data about them we hold.

Swale Acadmies Trust is committed to fostering a diverse and inclusive workplace where everyone feels valued and respected. We actively seek applications from individuals from all backgrounds and experiences.

Overview of Swale Academies Trust

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

Swale Academies Trust - Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne

Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Peacehaven
- The Eastbourne Academy, Eastbourne
- The Holmesdale School, Snodland
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne

Central Support Services

- Human Resource Team
- Finance Team
- ICT Team
- Estate Management
- Governance and Communications

Swale

ACADEMIES TRUST



OUR MISSION

A family of schools that **supports, inspires and empowers** everyone to be their best.

OUR VISION

A sustainable future where **every individual thrives** through personalised learning and opportunities that instil a sense of belonging and purpose.



Excellence

We pursue the highest standards, with the focus on continuous improvement and excellent pupil outcomes.

Integrity

We are honest and treat individuals fairly, acting in the best interests of our pupils.

OUR VALUES

Collaboration

We work together to achieve more than we could individually, sharing good practice and learning.

Agility

We are curious and innovative, embracing both challenge and change.

Empathy

We actively listen to understand another person's experience, nurturing an inclusive environment.

