

Year 5 Teacher/Student Progress Leader

Candidate Information Pack



Small enough to care, big enough to deliver a positive impact

April 2016

Executive Headteacher's welcome

Thank you for your interest in this opportunity to join Whytrig Middle School as a **Year 5 Teacher/Student Progress Leader**. This is a full-time post which attracts a 0.5 FTE Teaching and Learning Responsibility (TLR) payment for leading pastoral support across our two Year 5 classes. This candidate information pack will tell you much more about our school and the role.

It gives me great pleasure to introduce you to Whytrig Middle School. We are one of three schools within the Seaton Valley Federation of Schools, the others being Astley Community High School and Seaton Sluice Middle School. The three schools share a single governing body. We are co-located with Astley Community High School on the same site in Seaton Delaval, south-east Northumberland.

I am immensely proud to be Executive Headteacher of all three schools. We strive for excellence in the education we provide for our students and are a focal point for the local community. I strongly believe that the relatively small size of all three schools provides a great environment in which to know our young people well, so that we are able to understand and respond to each individual's needs and enable them to succeed.

Our staff are very focused on ensuring students achieve their best without losing sight of those individual needs. We are always keen to learn from other professionals and have developed an excellent relationship with other schools across the north-east to ensure teachers have access to a strong Continuous Professional Development programme. Building up the skills and capacity of support staff is also a key priority.

I hope that the information within this pack will encourage you to apply for this opportunity. You are also welcome to arrange an informal visit to our school by contacting **Jon Souter, Head of School, Whytrig Middle School** on **0191 2371505 Extension 202**.



John Barnes
Executive Headteacher – Seaton Valley Federation of Schools

Our ethos and values

We have three main themes to our ethos:

- 1. To be a school who knows your child really well both academically and pastorally as a complete young person.**
- 2. Everyone within the school is treated with respect and we expect that respect to be mutual.**
- 3. We expect and strive for everyone associated with the school to be as good as they possibly can in all areas of school life. We do not accept not trying and we are never ashamed of doing well and being proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.



All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- develop their self-knowledge, self-esteem and self-confidence
- respect the laws of England and will know right from wrong and ensure their actions reflect this
- accept responsibility for their behaviour
- show initiative and contribute in a positive way to the school community, the local community and society in general
- show respect for each other and all other people
- show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures or traditions are abused or attacked
- show respect for the rule of democracy and respect for the democratic principles of England.

About our schools

School	Age range	Total number of pupils	Number in sixth form
Whytrig Middle School	9-13	203	N/A
Seaton Sluice Middle School	9-13	313	N/A
Astley Community High School	9-13	554	159

About our performance

School	Overall effectiveness	Last Ofsted inspection
Whytrig Middle School	Good	January 2015
Seaton Sluice Middle School	Good	February 2013
Astley Community High School	Good	January 2016

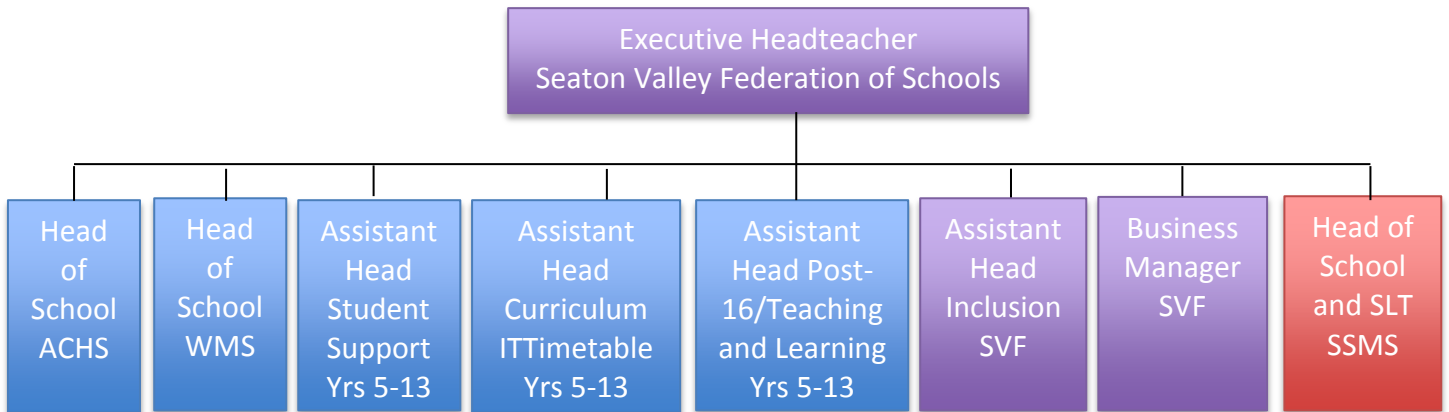
Latest Ofsted report for Whytrig Middle School

Achievement of pupils	Good
Quality of teaching	Good
Behaviour and safety	Good
Leadership and Management	Good

“Teachers and support staff work hard to ensure that pupils can do well. Increasingly, staff make learning thought-provoking, motivating and challenging which captures and holds pupils’ interest...Pupils enjoy their lessons and respond very positively to teachers’ clear expectations by working hard and behaving well, both in lessons and at social times. They are considerate, polite and respectful.” Ofsted, 2015

Key Stage 2 Results		2015	2014
Reading, Writing and Mathematics	% Level 4+	91%	84%
Reading	% Level 4+	98%	92%
	% 2+ levels of progress	98%	95%
Writing	% Level 4+	98%	97%
	% 2+ levels of progress	98%	100%
Mathematics	% Level 4+	91%	89%
	% 2+ levels of progress	91%	95%
Grammar, Punctuation and Spelling	% Level 4+	85%	78%

About our structure



About the Whytrig Middle School team

Over the next few pages you will find the advert, job description and person specification for the post of Year 5 Teacher/Student Progress Leader but we know that you will want to know more about how we work. Although there is a shared Senior Leadership Team for Astley Community High School and Whytrig Middle School, the majority of teaching staff work for one specific school.

Children enter our school in Year 5 in two forms and currently pupil numbers are at their maximum in Key Stage 2, with 55 pupils in each of Years 5 and 6. There is some specialist teaching at Key Stage 2 (e.g. Music, Art, Technology, MFL) otherwise you will deliver across the range of subjects. Student Progress Leaders for all four year groups, who each have a 0.5 FTE TLR payment, ensure that there is a co-ordinated approach across the school and take the lead in pastoral support.

Support staff generally work across both Astley Community High School and Whytrig Middle School as we share a single site. Our team of Teaching and Learning Assistants provide effective support to meet the individual needs of SEND students and other children who might just need that extra bit of help in the early stage of their middle school experience, particularly in the core subject areas. We also have a Student Support Officer/Cover Supervisor who plays a key role in supporting pupils and engaging with their families and external agencies.



Jon Souter, Head of School – WMS/Lead for More Able Students, Safeguarding and Transition Years 5-13



Whytrig Middle School

Elsdon Avenue
Seaton Delaval
Tyne and Wear
NE25 0BP
0191 2371402

Year 5 Teacher/Student Progress Leader

Full-time, Permanent

Main/Upper Pay Ranges: £22,244 - £37,871 per annum plus £2,613 TLR Payment for 0.5 FTE

Small enough to care, big enough to make a positive impact

We are seeking an excellent Key Stage 2 practitioner to teach one of our two Year 5 classes and to lead pastoral support across the year group. This is a full-time post which attracts a 0.5 FTE Teaching and Learning Responsibility (TLR) payment for the Student Progress Leader role. With good standards of teaching and behaviour and the provision of high quality care and support for our pupils, as confirmed by our Ofsted inspection in January 2015, we believe passionately that every pupil should succeed in all aspects of school life.

This role will suit an excellent practitioner who is highly motivated to develop and lead pastoral support across a year group and can build effective relationships with pupils, parents and colleagues. With a strong sense of purpose and drive to improve student attainment and progress, you will join a committed team of staff and will be supported to further develop your career and professional practice.

Our candidate information pack will tell you much more about this vacancy and the school. Visits to the school are also warmly welcomed and encouraged. Please contact Jon Souter, Head of School (WMS) on 0191 2371402 to make an appointment.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. An enhanced criminal records check is required for this post.

Interested in applying? A completed application form and criminal records declaration form must be submitted **by 12 noon on Friday 29 April by e-mail to wmsjobs@svlp.org.uk quoting Year 5 Teacher Student Progress Leader.**

It is expected that shortlisting will take place on Tuesday 3 May and interviews will be held on Thursday 19 May. Unfortunately it is not possible to contact individually those candidates who are not shortlisted for interview due to the volume of applications we receive.

Further information about all of our current vacancies is available at:
<http://www.whytrig.northumberland.sch.uk/website/vacancies/>

**NORTHUMBERLAND COUNTY COUNCIL
JOB DESCRIPTION**

Post Title: Teacher/Student Progress Leader - Year 5	School: Whytrig Middle School		Office Use
Scale: Main/Upper Pay Range + TLR 2.1 (0.5 FTE)			JE ref:
Responsible to: Head of School – Whytrig Middle School	Date: September 2016	Manager Level:	
Responsible for: Identified teaching staff			
Job Purpose: To be accountable for the pastoral care of a KS2 year and the progress and attainment of own students through effective teaching and learning and consistent implementation of school policies and departmental guidelines..			
Duties and key result areas:			
General			
<ul style="list-style-type: none"> To carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with the school's policies, schemes of work and the National Curriculum. 			
Lead Teaching and Learning Responsibilities			
<ul style="list-style-type: none"> Work in collaboration with the Head of School – WMS and Assistant Headteacher – Student Support Years 5-13 to develop strong relationships with parents and carers that enable student progress and attainment, ensure school systems for attendance and behaviour are supported and secure appropriate help and support for individual students. Lead, manage and develop the pastoral programme for designated year group in conjunction with the Head of School – WMS and Assistant Headteacher – Student Support Years 5-13 to provide programmes/activities that match pupil aspirations and potential and enable the progress, attainment, attendance and wellbeing of all students. Work in collaboration with the Head of School – WMS and Assistant Headteacher – Student Support Years 5-13 to develop strong relationships with parents and carers that enable student progress and attainment, ensure school systems for attendance and behaviour are supported and secure appropriate help and support for individual students. Line manage a number of staff including the effective recruitment, appraisal and development of its members in order that the team's objectives are achieved. Facilitate an ethos within the Key Stage 2 teaching team and the Year 5-13 pastoral team which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept accountability for outcomes. 			
Generic Responsibilities			
<ul style="list-style-type: none"> Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework 			

discipline and a supportive culture in line with the school behaviour policy.

- Plan effectively in the short, medium- and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and the differentiated needs of learners are met. Plan and prepare homework and other out of class work.
- Be aware of and apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved. Deliver lessons to groups of learners or classes. Demonstrate the positive values, attitudes and behaviour expected from learners.
- Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Provide timely, accurate and constructively feedback on learners' attainment, progress and areas of development.
- Demonstrate ongoing development and application of teaching practice, expertise and subject specialism and/or phase knowledge to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
- Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and wellbeing of learners.
- Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of whole school aims.
- To work effectively with / be aware of and assist integrated processes, such as Common Assessment Framework and local opportunities which support ECM aims for children, young people and their families
- Promote the safeguarding and welfare of children and young persons the post holder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.
- Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.

In addition, Upper Pay Range teachers are expected to:

- Make significant contributions to implementing workplace policies and practice and to promote their implementation.
- Give advice on the development and wellbeing of children and young people, if required.
- Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Make a significant contribution to school improvement, planning and evaluation.

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 school: the pay level has been established on this basis.

Work Arrangements

Transport requirements: Able to meet the transport requirements of the post.

Working patterns: As identified in the relevant School Teachers' Pay & Conditions Document

Working conditions: Normally based indoors other than teaching roles requiring significant work outdoors e.g. PE.

PERSON SPECIFICATION

Post Title: Teacher/Student Progress Leader - Year 5	School: Whytrig Middle School	
Essential	Desirable	Assess By
Knowledge and Qualifications		
<p>Qualified Teacher Status</p> <p>Honours degree and/or PGCE in relevant phase</p> <p>Has good understanding of teaching/learning, behaviour management and attendance strategies</p> <p>Up-to-date knowledge of Key Stage 2 subject and curriculum requirements and Key Stage 2 testing processes</p> <p>Awareness of Key Stage 3 curriculum</p> <p>Evidence on relevant and ongoing professional development</p>		A, I, O, R
Experience		
<p>Teaching of a range of subjects across Key Stage 2</p> <p>Experience as a form tutor and/or of pastoral work</p> <p>Experience of using ICT effectively to support learning and raise attainment/accelerate progress</p> <p>Experience of using data effectively to track progress and attainment within own class and implement effective intervention strategies</p> <p>Demonstrable track record of improving pupil outcomes</p>	<p>Teaching of a range of subjects across Key Stage 3</p> <p>Experience of line managing staff including appraisal</p> <p>Experience of leadership and management of pastoral responsibilities</p> <p>Experience of using data effectively to track behaviour and attendance across all groups beyond own class</p>	A, I, R
Skills and competencies		
<p>Good or outstanding practitioner who can lead by example</p> <p>Able to work collaboratively with senior and middle leaders and teaching staff</p> <p>Able to support and challenge colleagues</p> <p>Able to analyse data effectively to inform understanding of pupil progress</p>		A, I, O, R

<p>and attainment across a Key Stage and identify and implement strategies for intervention for underperformance</p> <p>Consistently meets or exceeds the national Teachers' Standards</p> <p>Sense of purpose and drive to raise attainment and progress</p> <p>Has high expectations of pupils and is able to engage and motivate learners</p> <p>Able to set realistic and challenging pupil targets and accurately assess and review progress</p> <p>Accepts accountability for pupil outcomes</p> <p>Can plan, organise and manage own time effectively and co-ordinate the work of others</p> <p>Has positive values and attitudes in relation to self and others</p> <p>Able to consistently implement school policies and follow departmental guidelines</p> <p>Able to coach and mentor other staff and provide appropriate support and challenge</p> <p>Able to work collaboratively as a member of a team and willing to share good practice</p> <p>Able to establish effective relationships with pupils, parents/carers, staff and external stakeholders</p> <p>Able to safeguard children and young people</p>		
Other		
<p>Willingness to be a form tutor and develop effective relationship with tutor group</p> <p>No adverse criminal record</p>		A, I, R, C

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. observation, case studies/visits, (c) recruitment and vetting checks e.g. DBS criminal record check

Working in the Seaton Valley Federation of Schools

We always look to strengthen our highly dedicated team of staff with people who have high expectations of students and themselves, can work cooperatively and make a positive contribution to the life of the school. In return we can offer:

- opportunities for continuing professional development
- membership of the Teachers' Pension Scheme (for teachers and tutors) or the Local Government Pension Scheme (for support staff), which the school also contributes to on your behalf
- between 25 and 30 days' annual leave for support staff who work full year
- good transport connections from the A1 and A19 for easy access to Seaton Delaval and Seaton Sluice
- ample staff car parking
- shared premises with Northumberland County Council's Seaton Valley Library

Living and working in Northumberland

If you are new to the area, we can assure you that south east Northumberland is a great place to live and work. Seaton Delaval has its own National Trust property, Seaton Delaval Hall, and Seaton Sluice overlooks the coast with its beautiful sandy beaches. It is only a short drive from the Seaton Valley area to enjoy the spectacular scenery of the Cheviot and Simonside Hills and the Northumberland National Park beyond. We are also conveniently located within ten miles of both Newcastle City Centre and Newcastle Airport.



Take a look at www.visitnorthumberland.com for more information.

Our commitment to professional development

We are committed to the continuing professional development of all of our staff.

- There is a weekly session for teachers to undertake Continuing Professional Development focused on teaching and learning. These sessions are led by internal and external providers and we expect all teachers to contribute to these sessions so that we can share and build upon good practice and innovative ideas.
- We hold joint training days for the three schools in the Seaton Valley Federation to facilitate an integrated approach across all phases and stages.
- Staff are given the opportunity to work in other schools at specific times of the school year to develop their skills and knowledge of other key stages.
- We provide opportunities for teaching staff to observe at least one other colleague of their choosing during the school year to support staff to reflect on their own practice.
- North-east teaching schools and Durham County Council provide a range of CPD opportunities so that we can learn from, and develop our professional practice with, other professionals.
- Each member of staff has a CPD plan to address areas for development identified through the annual appraisal process and we support staff to develop their skills and knowledge.
- There are many examples of how we have enabled teaching and support staff to undertake courses of further study either through financial assistance or time off.

Our commitment to equal opportunities

We seek to employ a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that individuals can make when we recognise and embrace individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our recruitment and selection process is designed to be fair and avoid discrimination. Our Equality and Diversity in Employment Policy is available from:
<http://www.whytrig.northumberland.sch.uk/website/vacancies/>

Our commitment to safeguarding children and young people

Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.

How to apply

Please read the job description and person specification for the post and the application form guidance notes carefully before completing an application form.

Your completed application form including the names and contact details of two referees and your criminal record declaration form must be **e-mailed** by **12 noon** on **Friday 29 April 2016** to wmsjobs@svlp.org.uk quoting **Year 5 Teacher/SPL in the e-mail title**. In exceptional cases we will accept applications by post however please contact us to discuss this in advance.

Please note that we do not accept CVs.

Contact us

Address: Whytrig Middle School, Elsdon Avenue, Seaton Delaval NE25 0BP

Telephone: 0191 2371402

Website: <http://www.whytrig.northumberland.sch.uk/>