



**THE ST. MARY'S
PARTNERSHIP**

Early Career Teacher Candidate Information Pack

Post start date: July 2023

(Training in Summer 2 and all ECTs are paid from July and through the summer holiday)

The partnership consists of three Southampton primary schools:



St. Mary's Partnership of three schools works closely together, across the city of Southampton, changing the life-chances of over 1500 children. **Are you looking to begin your career in an environment focused on doing whatever-it-takes to help vulnerable children be the best they can possibly be?**

Information about our group of schools:

St. Mary's is a 3-form-entry primary that serves the St Mary's ward of Southampton's City Centre. Our demographics are very different – of 612 pupils over 81% speak English as a second language. Almost 60% of our children are eligible for free school meals. Our families travel distances across the world before arriving.

Mason Moor is a 1-form-entry primary in Millbrook – on the west side of the city. We serve an increasingly diverse population, on the doorstep of the General Hospital. Over 55% of our children receive free school meals.

Valentine is a 3-form-entry primary that sits in Sholing – east of the city. It is a large primary school of almost 600 pupils from Reception to Year 6. Over half of the pupils attending are in receipt of free school meals.



Our philosophy for education:

As you will see in recent inspection statements, leaders across our three schools are resolute that they will do “whatever it takes” to improve children’s life chances. The primary years are the foundation block to future learning. Children who achieve well with us benefit from a transition to a stronger secondary experience.



From providing every single child on roll with a breakfast, to operating foodbanks and distributing boxes of food to vulnerable families – we know that our schools have had to adapt to changing social circumstances to provide the mobility needed for all of our families to succeed. Over the last two years, we have transformed our offer to those in our care. For example: greater mental health and wellbeing support structures such as: counselling, vertical tutoring provision and access to apps to enable pupils to become independent individuals.

For our teaching staff, we offer a curriculum that is fully planned and resourced in non-core learning to enable teachers to focus on crafting English and Mathematics learning that supports our drive for improving life-chances. Teaching is enhanced by support structures – such as our fully planned CPD programme, our ECT offer and the additional weekly sessions for those who want to continually improve.

As a result of this support, teachers at our schools are able to thrive! In 2023, ECT+1s were supported to step into middle and senior leadership roles – strengthening St. Mary's Primary to become ‘outstanding’ in all areas. We do not believe in holding people back who demonstrate the right potential. Attitude and disposition and alignment to our core drivers is far more beneficial to us than ‘years in service’.

Partnership Core Drivers:

1. **Committed to ‘whatever it takes’** to build relationships, drive academic achievement and empower children to be the best they can be and to live a life that fulfils them.
2. **Uphold and be committed to a culture of ‘high expectations’** to support, drive and empower young people to achieve.
3. **To drive a culture of ‘no excuses’** both for pupils and staff, ensuring that we accept and behave in a way that enables everybody to thrive.

Our offer to every teacher:

- Bespoke professional development opportunities. We do not have teachers sitting needlessly in professional development that isn't relevant to them. Your time is precious.
- Cutting-edge technology for the planning and delivery of lessons. Use of multi-collaboration platform (MIRO) to simplify the process of lesson planning.
- A device to help your planning, preparation and assessment.
- A 'Staff wellbeing charter' with perks including, two paid days leave throughout the year for personal wellbeing. A commitment to reduce planning.

In addition to support structures, we invest heavily in teaching tools that enable teachers to innovate and expand the curriculum for children. Across all three schools we have 210 Virtual Reality (VR) headsets that enable us to really connect the curriculum to our children – for example: walking around the ruins of Ancient China and a tour of the Natural History Museum – experiences that bring to life a curriculum pathway to help children connect those schematic links.

We also have 5 minibuses across the schools – these are used to support trips and visits to improve experiential learning for all children.

ECT offer:

- All ECTs across the three schools' benefit from joint sessions for career development. This enables you to make stronger connections with other ECT colleagues.
- ECT projects run throughout the year and are linked to school improvement. These include SEND workshops, assembly support and more.
- Additional time is given weekly.

Testimonials:

"I started as a TA at St. Mary's and moved into a teacher role. Following my ECT year, I progressed into EYFS leadership. I was supported to move into leadership and have now secured an Assistant Headteacher role. Across the partnership of schools, we work closely to support one another. Each school is different and we work as a wider team to troubleshoot and provide support. I've loved it!"

Assistant Headteacher

"I've worked for ten years as a Site Manager – the school is the best it has ever been. The dedication to change children's lives is fantastic."

Site Manager

Application information:

Your interview day is a mutual process aligned to helping you to decide if this is the school to advance your career in. We aim to make the day as supportive as possible. Any questions pre or post application can be sent to Kevin Brown, our Partnership Operations Manager at k.brown@smpartnership.org.uk.

Conversations with the Headteacher are encouraged. It would be expected that the post holder can demonstrate **strongly** the competencies outlined in this post definition to be shortlisted for interview by the Governing Body and LA.

Questions for interview are provided ahead of the interview.

St Mary's Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

St. Mary's School Partnership – POST DEFINITION

JOB DESCRIPTION: Early Career Teacher

GRADE:	Teacher Pay Scale
CONTRACTURAL ARRANGEMENTS:	Permanent Contract
START DATE:	July 2024



CORE DUTIES

To provide professional teaching to a class (or group) of pupils within the school to improve standards of learning and achievement for all. These responsibilities are outlined in the School Teacher Standards from the Department for Education.

- Teaching
- Planning
- Assessing pupil progress
- Leading a subject/curriculum area
- Participating in Continuing Professional Development
- Other duties as outlined in the School Teachers Pay and Conditions Document and the National Standards for Teaching

Key outcomes of an effective main scale teacher

Pupils who demonstrate:

- Good progress and high attainment in the class/group
- Enthusiasm and motivation in the class/group
- Positive responses to learning
- Respect for themselves and others

Parents who:

- Are well informed about their children's progress and targets for further improvement
- Know how to support their children in their learning
- Know about the class or group's activities and trips

Other adults (including Learning Support Assistants) who:

- Are informed about pupil achievement in the class or group
- Can support the teaching and learning in the class

The following key tasks are derived from the national standards for qualified teacher status and exemplify good practice.

A: Planning, teaching and class management

As a classroom teacher you will be expected to undertake the following key tasks:

Planning

- a) plan their teaching to achieve progression in pupils' learning through:
 - i. identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed
 - ii. setting tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest
 - iii. setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work
 - iv. setting clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of the substance and purpose of what they are asked to do
 - v. identifying pupils who:
 - Have special educational needs, including specific learning difficulties
 - Are very able
 - Are not fluent in English and knowing where to get help in order to give positive and targeted support
- b) provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils
- c) make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons
- d) plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development
- e) where applicable, ensure coverage of the relevant examination syllabuses and National Curriculum programmes of study
- f) ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available teaching time
- g) monitor and intervene when teaching to ensure sound learning and discipline
- h) establish and maintain a purposeful working atmosphere
- i) set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- j) establish a safe environment which supports learning and in which pupils feel secure and confident;
- k) use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged through effective implementation of St Mary's CE Primary School's Teaching and Learning Policy
- l) are aware of the Code of Practice and the identification and assessment of special educational needs and, as part of their responsibilities under the Code, implement and keep records on individual education plans (IEP's) for pupils at Stage 2 of the Code and above
- m) ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject
- n) evaluate their own teaching critically and use this to improve their effectiveness

B: Monitoring, assessment, recording, reporting and accountability

A classroom teacher at St Mary's Partnership demonstrate that s/he:

- a) assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching
- b) mark and monitor pupils' assigned class work and homework, providing constructive oral and written feedback, and setting targets for pupils' progress

- c) assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
 - i. check that pupils have understood and completed the work set
 - ii. monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning
 - iii. inform planning
 - iv. check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject
- d) are familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents
- e) recognise the level at which a pupil is achieving, and assess pupils consistently against attainment targets, where applicable, if necessary with guidance
- f) understand and know how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set clear targets for pupils' achievement
- g) use different kinds of assessment appropriately for different purposes, including National Curriculum and other standardised tests, and baseline assessment where relevant.

C: Knowledge and Understanding

- a) understand the purposes, scope, structure and balance of the National Curriculum Orders, citizenship and RE
- b) are aware of the breadth of content covered by the pupils' National Curriculum across the primary core and foundation subjects and RE
- c) understand how pupils' learning is affected by their physical, intellectual, emotional and social development
- d) **for English, Mathematics and Science** have a secure knowledge and understanding of the subject content for primary English, Mathematics and Science
- e) **for any non-core, non-specialist subject covered in their training**, have a secure knowledge of the pupils' National Curriculum. For RE, the required standard for non-specialist training is broadly equivalent to the end of Key Stage statements.

D: Following professional requirements

- a) a working knowledge and understanding of:
 - i. teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, issued under the School Teachers' Pay and Conditions September 2018
 - ii. teachers' legal liabilities and responsibilities
- b) have established, during work in schools, effective working relationships with professional colleagues including, where applicable, associate staff
- c) set a good example to the pupils they teach, through their presentations and their personal and professional conduct
- d) are committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them
- e) understand the need to take responsibility for his/her own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach. Participate in annual performance reviews and the setting of objectives for professional development and pupil progress

- f) understand his/her professional responsibility in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including bullying
- g) recognise that learning takes place inside and outside the school context, and understand the need to liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare
- h) is aware of the role and purpose of School Governing Bodies



Person Specification – Classroom Teacher

Category	Skills/Ability/Experience	Desirable/Essential
Qualifications/Professional Development	<ul style="list-style-type: none"> • Qualified teacher status • Ability to reflect upon and identify own learning needs 	Essential
Experience	<ul style="list-style-type: none"> • Successful teaching experience at good or outstanding grade 	Essential
Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum. • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Secure knowledge of the statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	Essential
Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences- e.g. staff, pupils, parents 	Essential
Skills, Qualities and Abilities	<ul style="list-style-type: none"> • High quality teaching skills • High expectations of pupils' learning and attainment • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • Good intrapersonal skills • Effective ICT skills • Flexibility 	Essential
References	<ul style="list-style-type: none"> • Positive recommendation in professional references 	Essential
Safeguarding	<ul style="list-style-type: none"> • St Mary's Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants. 	Essential