



THE MEAD SCHOOL
ROYAL TUNBRIDGE WELLS

Boys Games Teacher

Candidate Pack
Required for September 2020



The Mead School,
16 Frant Road
Tunbridge Wells,
Kent,
TN2 5SN
www.themeadschool.co.uk

WS WISHFORD
SCHOOLS

INTRODUCTION

We are seeking to appoint a talented and enthusiastic Boys Games Teacher, to join a supportive, caring and professional team. The successful candidate will be experienced in teaching years 3 to 6, will deliver inspirational lessons and be ambitious in their own personal and professional development, and will also be responsible for leading, managing and driving forward The Mead School Boys' Games Department. The successful candidate will benefit from small class sizes and a progressive working environment where teachers are given substantial autonomy to develop a creative curriculum.

A Full Job Description and person specification can be found below.

Start date: September 2020

THE SCHOOL

Located in the heart of Royal Tunbridge Wells, The Mead educates boys and girls from age 4 to 11. At the end of Year 6, the majority of children transition to the local state grammar system with a good number also achieving awards and scholarships to local independent schools. At present, we have approximately 240 children on roll.

The Mead is a happy school which nurtures caring, thoughtful children. The staff place great emphasis on nurturing and developing the talents of each pupil, encouraging them to have open and enquiring minds which will equip them to thrive in the next stage of their education. Academic standards are high and the curriculum is broad and challenging with a strong emphasis on the performing arts and sport. Our pastoral care is outstanding and our ethos, entitled The Mindset of a Meadite, aims to embed the core values of Compassion, Ambition and Curiosity throughout our daily routine.

WISHFORD SCHOOLS

Wishford Schools is a small, friendly group of nine schools. The group aims to provide an excellent education to all pupils, giving every child the opportunity to shine. Standards and expectations are high, and staff and pupils are challenged and supported to give their best.

As a family-run group, the group has a very long-term outlook. This enables investment in the staff, facilities and resources needed in order for the schools to thrive. The group firmly believes that if its pupils are happy and successful, then the business will also succeed. The schools are run in a business-like manner, but the happiness, safety and education of pupils always comes first.

Schools work closely with the group's senior leaders to define the school's strategy and then enjoy the autonomy to run their schools, while benefiting from the support that membership of the group brings. In addition to strategic input and the sharing of best practice, the group provides expertise in property, legal, HR, finance, compliance and marketing matters leaving heads with time to focus on the children within their care. In addition, Heads work closely with an Advisory Board of experienced school leaders, and with each other, meaning that someone is always available to offer advice and support.

For more information on the Wishford Schools group, please visit: www.wishford.co.uk

REMUNERATION

An excellent salary and benefits package will be provided including school fees remission.

APPLICATION PROCESS & IMPORTANT DATES

Applicants should complete the school's application form and submit this by email to Mrs Ceri Stammers, School Business Manager manager@themeadschool.co.uk

We only accept applications on The Mead application form (and through TES) and the application should be accompanied by a covering letter, addressed to the Head, of no more than one page. Please do not send a CV.

The closing date for applications is noon on Monday, 16th March 2020.

The Mead is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

JOB DESCRIPTION

KS2 Boys Games Teacher

Teaching and Learning

1. To teach inspiring differentiated lessons with high expectations of all pupils.
2. To follow the curriculum, to promote the development of the abilities and aptitudes of the pupils in any class or group assigned.
3. To prepare termly plans according to the schemes of work and to upload them into the relevant folder on the school network.
4. To prepare weekly and daily plans in accordance with the schemes of work and to teach lessons to pupils according to the prepared plans.
5. To evaluate lessons retrospectively in order to inform future planning.
6. To assist in any review of schemes of work.
7. To administer tests and examinations as appropriate to the year group, recording results as requested.
8. To assess and record pupils' progress; provide or contribute to oral and written assessments, reports, and references.
9. To undertake subject leadership responsibility as required.
10. To liaise with the SENDCo and Teaching Assistants regarding any children with specific needs. As required, liaise with parents and other schools/agencies involved.
11. To complete regular Performance Management Reviews through the school's appraisal system.
12. To participate in 'Inset' Days and training courses.
13. To be responsible for creating a stimulating, productive learning environment. Each Form Tutor has responsibility for the presentation of their classroom, cloakroom area and the school's communal spaces. Displays will be changed routinely at least once a term and preferably every half term. Cloakroom areas will be checked regularly by Form Tutors and measures introduced to maintain their tidiness.

14. To utilise a variety of teaching methods and strategies to enthuse pupils and take their learning forward.
15. To lead, manage and drive forward The Mead School Boys' Games Department and to ensure that excellent standards are enabled in all areas of Boys' Games provision. Setting and articulating a clear vision, tone and ethos for Boys' Games at The Mead School, and ensuring that the Department works towards this vision.
16. To demonstrate and inspire an enthusiastic, creative, innovative and committed approach to teaching within the Department. Adopting a strong, caring and flexible leadership style so as to influence and motivate staff and pupils.
17. Making sure that innovative and appropriate approaches to learning are made available to pupils with specific needs, for example: those with a low skill base, hearing or visual impairment and the very able.
18. Monitoring and evaluating progress towards meeting pupil achievement targets.
19. To organise, officiate and manage home and away fixtures with other schools in a variety of sports principally rugby, football and cricket.
20. To assist and organise sporting events to include swimming gala, sports day and house matches.
21. To work with the Director of Sports to manage and promote all sports within The Mead School.
22. In conjunction with Headmaster and school Business Manager plan staffing requirements for the academic year advising of the necessary utilisation of self-employed sports coaches in sufficient time to inform budget planning. To cover the day and club-time curriculum.
23. To maintain and account for sports equipment. Ensure that it is regularly inspected and risk assessments undertaken as required in line with health and safety requirements.
24. To maintain relationships with external sports centres; principally for off-site training, fixtures, swimming etc.
25. To provide clear guidelines and guidance for the management and use of Teaching Assistants, students and self-employed personnel to assist in the delivery of the PE and games curriculum.
26. To write information to be included on the School Website, and in Newsletters, Open Days etc.
27. Attend whole school, year group, departmental, curriculum and Key Stage meetings when deemed appropriate by the Deputy Head Academic or Pastoral.
28. Undertake afterschool, club and break duties as determined by the Deputy Head Pastoral.

Administration and other responsibilities

29. To attend Parents' Evenings, informal meetings with parents and extra-curricular activities as required, including Open Mornings if required.
30. To attend staff meetings and briefings in accordance with the calendar of meetings and routines published at the start of each term.
31. To report any concerns regarding their pupils at staff briefings so that other staff are kept informed.

32. To maintain high standards of professionalism at all times.
33. To ensure good and effective liaison across the school and to promote positive relationships with senior school colleagues.
34. To supervise, and as far as practicable, teach for a reasonable time any pupils whose teacher is not available to teach them.
35. To use the allocated non-contact time productively to include activities such as planning and preparing lessons, assessing children's work and attending meetings, recording and reporting on the development, progress and attainment of pupils.
36. To follow and support all school policies and procedures.
37. To complete records, grade cards and reports within the published deadlines and to ensure all are filed appropriately.

KS2 TEACHER PERSON SPECIFICATION	
CRITERIA	ESSENTIAL
QUALIFICATIONS	<ul style="list-style-type: none"> – Degree level qualification – QTS
EXPERIENCE	<ul style="list-style-type: none"> – Experience teaching KS2 National Curriculum – Experience teaching children with a range of abilities – Experience of teaching sports and games – High levels of personal and professional integrity – Confident use of ICT
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> – A commitment to getting the best outcome for each and every pupil – Strong knowledge of KS2 National Curriculum – An understanding of a range of teaching and learning styles for pupils with a range of abilities and needs
SKILLS AND APTITUDE	<ul style="list-style-type: none"> – Excellent written and spoken English – High level classroom teaching skills – Good interpersonal skills with colleagues, parents and pupils – Effective planning and evaluation to ensure appropriate progression in pupils' learning
DISPOSITION	<ul style="list-style-type: none"> – A positive and child-centred approach – Commitment to the safety and welfare of all pupils – Strong team working skills – High degrees of self-confidence, personal energy and dynamism – Personal warmth, good rapport with pupils, colleagues and parents – Excellent organisational skills – Appropriate levels of personal presentation – An understanding of, and commitment to, the School's ethos – Flexibility and willingness to be involved in School life