




Royal Greenwich
Trust School



Candidate Information Pack

Royal Greenwich Trust School is part of the





“ Providing transformational educational
opportunities for all children...” ”



Teacher of Music Technology

Royal Greenwich Trust School

University Schools Trust

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Welcome

Thank you for considering applying for a teaching post at the Royal Greenwich Trust School. We are proud to be a part of the University Schools Trust, a cross borough Multi Academy Trust which includes St Paul's Way Trust School and St. Paul's Way Trust Foundation School in the London Borough of Tower Hamlets.

As part of the University Schools Trust (UST), we have strong partnerships with six world-leading universities and five sector-leading bodies partners. Together we are working hard to deliver the very best outcomes and life chances for all our pupils.

Our staff are at the centre of all our achievements and, as part of the UST, we are developing an exciting People Strategy focussed on competitive pay and reward, staff well-being and development and family friendly employment practices at its core. The UST has already established the School of Education to support the training and career development of staff at all levels.

On our website you will find other key information about the school; our prospectus, school improvement plan and a range of policies which will give a broader picture of who we are and if we are the right place for you to grow as a school leader.

We warmly invite you to visit the school to see for yourself what a special place it is.

We look forward to receiving your application.

Dr Richard Marshall
Headteacher

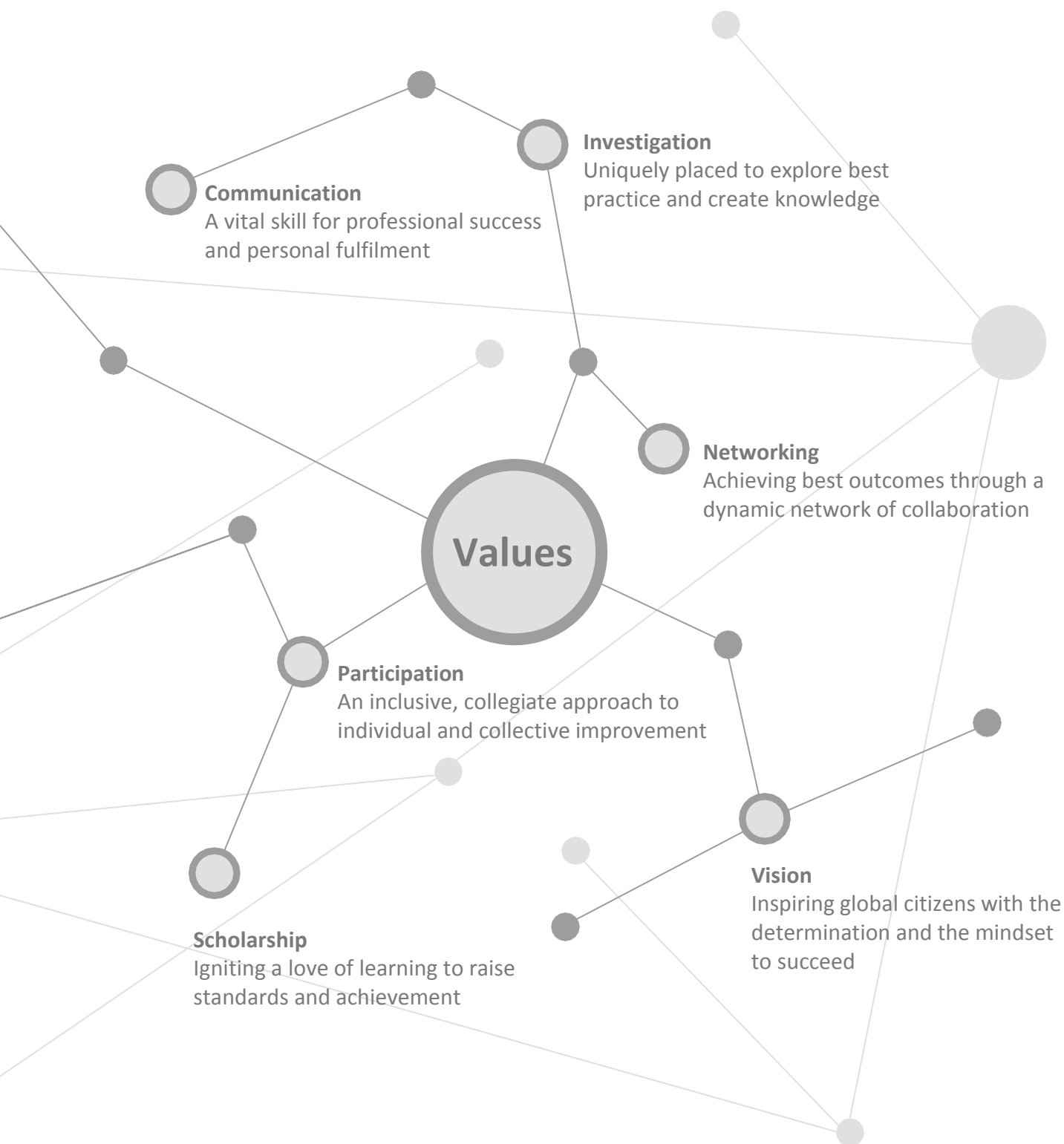
Our Priorities

Vision

Providing transformational educational opportunities for all children, including those facing disadvantage, setting the agenda for social mobility and sector-wide innovation and change.

Mission

Excellent outcomes for all our pupils, we deliver the highest quality teaching and learning by working collaboratively within impactful university, public body and private sector partnerships which influence policy locally, nationally and internationally.



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.

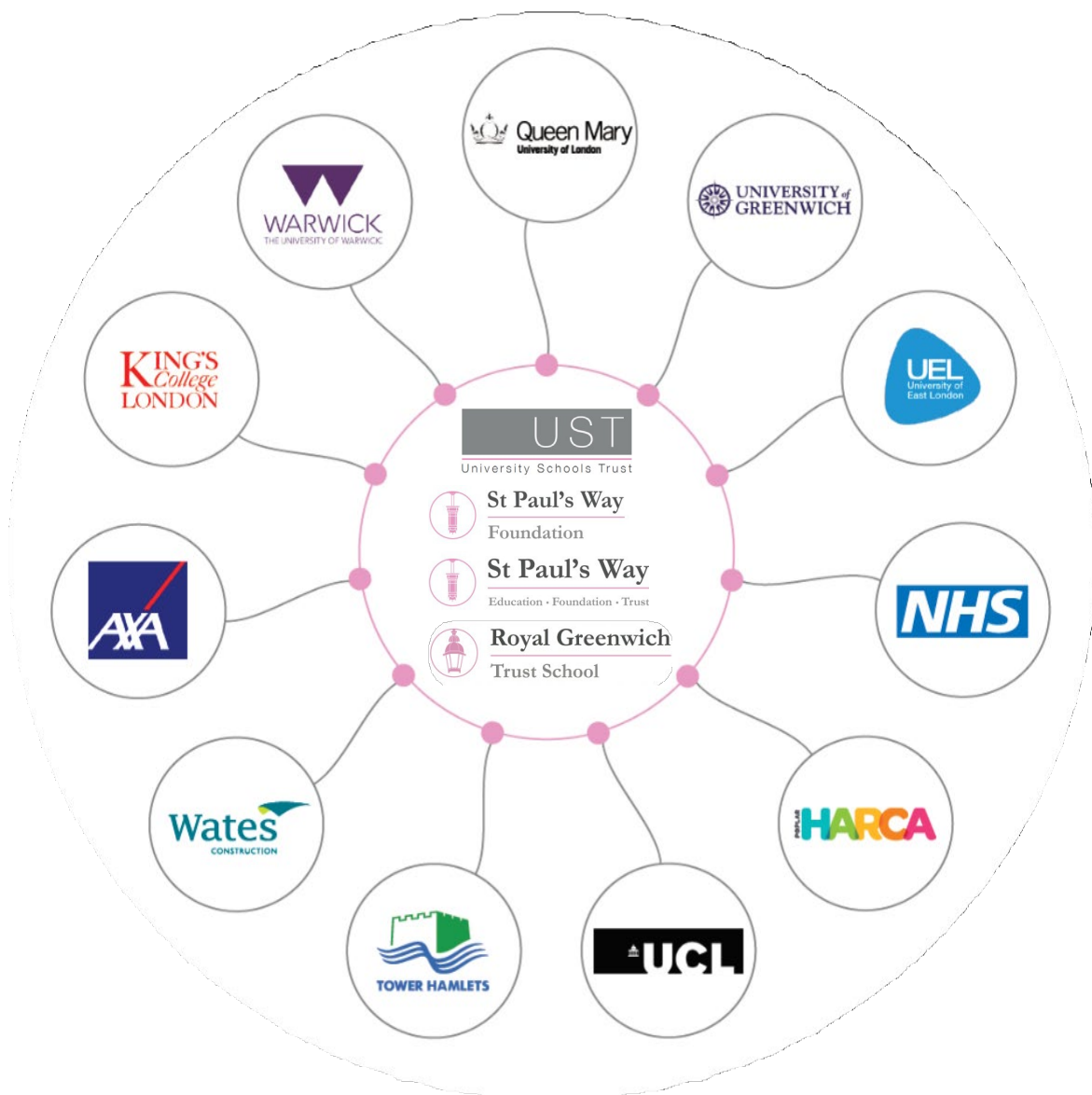
The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning.

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



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University
Trust Partners

5

Trust Partners

3

Schools

The Royal Greenwich Trust School

The Royal Greenwich Trust School is a new school facing exciting times.

We recognise that learning is complex and there are several forces that influence learning. In order to harness this, we recognise that complexity and diversity are increasingly integrated using time, technology and space in new ways.

Our curriculum and our approach to teaching and learning places strong emphasis on our six UST values. It is because students learn to excel in these areas that they gain the confidence to become successful global citizens.

We place learner engagement and learner voice at the heart of our vision. Students must be able to access, analyse, and synthesise information in pursuit of solutions to real-life problems, work cooperatively with others and be receptive to new ideas, value education

and maintain excellent attendance and disciplinary records. The students must study wherever needed information is to be found, must participate in the construction of their learning and must be transitional learners, moving comfortably and confidently between structured to unstructured learning environments.

We aim to work reflecting the knowledge that all children have the potential to succeed and should go as far as their talents can take them; that children and young people need to enjoy their childhood as well as grow up prepared for adult life; that our school needs to be shaped by and responsive to children, young people and families, not designed around professional boundaries and that it is always better to prevent failure than tackle a crisis later.

In addition, we are excited with the extension of our new build which will extend and enhance our current accommodation to ensure that the school becomes the educational hub on the Greenwich peninsula. This £13.8 million building project funded by Greenwich Local Authority is due open in Summer 2020 in order to accommodate the projected increased number of students brought about by the new admissions arrangements.

Currently the school building is designed to accommodate 600 students. By the time the school is full in 2022 the school will have 950 students. The new accommodation will include brand new classrooms, including new science laboratories, a Dance and Drama Studio, music facilities, a large multi-purpose atrium and a four court Sports Hall. This is an exciting project and will ensure that students and staff are provided with a world class set of educational facilities.



Organisation Chart



Grahame Price
CEO



Dr Richard Marshall
Headteacher



Jillur Rahman
Deputy Headteacher



Helen Cleary
DoL, Inclusion & Safeguarding



Peter Martin
DoL, Systems & Procedures



Anthony Fitzpatrick
DoL Sixth Form



Laura Cariss
DoL, Teaching & Learning
Head of English



Tracey Farwell
School Business Manager



Olivia Saunders
DoL, Behaviour
Head of Year 8



Our People Strategy

Like many schools, and their overarching organisations, the Royal Greenwich Trust School and the UST prioritises the support and development of its staff. Our people are our most important resource. However, our approach is special given our expertise in developing talent.

The UST has its School of Education whose remit is to develop and support all its staff. The School offers training courses, an annual conference and bespoke support for its staff so they can develop their skills. The work of the School of Education is primarily focussed on developing the skills of our teaching staff, but essential training (for example on safeguarding, health and safety, information technology, etc) is available for all our staff.

Overall the Trust looks at its staffing policies under three broad headings:

- Recruitment and Retention
- People Development
- Well-being and Workload

Further information on our approach and activities on all these areas of work are detailed on the Key Information page of our website:

www.ust.london/352/key-information

This year we have seconded some of our most talented staff into the UST School of Education to further develop our work to support our staff.

Our Offer to you

Exceptional outcomes

- Outstanding English and Maths GCSE resit results.
- BTEC average grade: Distinction.
- Continuous upward trend of A-Level results.

Attractive pay/conditions

- Inner London pay spine.
- Cycle to work scheme.

Great location

- Located in the Royal Borough of Greenwich and very near to Greenwich Peninsula.
- Walking distance from Charlton Station.
- 10 minute bus journey to the O2 Arena.
- Walking distance from Charlton Riverside Retail Parks.
- On the Quietway 14 Cycle route.
- On the Thames Pathway.
- 5 minutes by bus to Woolwich Arsenal DLR.
- Access to the proposed Charlton redevelopment and 'creative quarter' along the Thames Barrier.

Bespoke career pathways

- University of Greenwich accredited 'research-lead' professional learning opportunities.
- IOE accredited leadership courses (NPQML/NPQSL/NPQH).
- Lead Practitioner development programme.
- Bespoke career pathways for teaching and non teaching support staff.

Partnerships

- Teacher Development Trust membership.
- University partners including those from Russell Groups.
- 3 year partnership with Bloomberg including the Bloomberg Start-Up Programme.
- UST school - opportunities to positively affect student life chances in schools across London.

Unique curriculum

- Fully comprehensive sixth form intake.
- Academic and Vocational pathways for sixth form students.
- Inclusive provision.
- Engineering specialism.
- Opportunity to shape the curriculum as the school grows.
- Innovative pupil feedback mechanisms - use of the revolutionary 'Dynamic Progress Reporting' system.

Workload and well-being

- Annual workload/well-being survey.
- Access to school gym.
- Tickets for sporting events.
- Free staff breakfast.

Application and Selection Process

All applications will be acknowledged. There is a nominal closing date for this role, however candidates are encouraged to submit their applications as soon as possible, as preliminary discussions may begin as soon as expressions of interest are received.

Timetable

| | |
|---|-----------------------------------|
| Advert goes live | Monday, 12th August 2019 |
| Closing date for applications | 9.00 a.m. Friday 23rd August 2019 |
| Shortlisting and advising candidates of the next steps | Friday 23rd August 2019 |
| First round interviews/assessments | TBC |
| Final round interviews | N/A |

To apply please:

- Download and forward your completed UST application form, including names, positions, organisations and telephone contact numbers for at least two referees (preferably your most recent employer(s)). If you do not wish referees to be approached without your permission, please indicate this clearly.
- Provide a short (no more than two pages) personal statement highlighting your motivation for the role. This provides you with the opportunity to explain your motivation, as well as highlighting how your experience and achievements fit with the requirements of the role as well as the School's and Trust's objectives.
- Complete the equality and diversity questionnaire within the application form.

Please complete and submit an online application for consideration.



Job Description

Teacher of Music Technology

| | | | |
|----------------------|-----------------------|--------------------------|-----------|
| Job Title: | Teacher of Music Tech | Department/Group: | Music |
| Line Manager: | Head Teacher | Salary Range | MPR – UPR |
| Start date: | September 2019 | Contract Type | Permanent |

Job Description

Main purpose of this role

Under the overall direction of the Headteacher carry out the professional duties of a teacher of Music Technology as set out in the School Teachers' Pay and Conditions Document.

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of students as a Teacher/Form Tutor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

Teaching responsibilities

- To undertake a designated programme of teaching across all Key Stages
- Teach consistently high quality lessons
- Plan and deliver schemes of work and lessons that meet the requirements of the KS3 and KS4
- Be a role model for students, inspiring them to be actively interested in Music
- To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs registers
- To complete the relevant documentation to assist in the tracking of students
- Set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching
- Prioritise and manage time effectively, ensuring continued professional development in line with the role
- To follow the school policies and procedures
- To ensure the effective/efficient deployment of classroom support
- To maintain discipline in accordance with the school procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- Follow schemes of work for Music at Key Stages 3, 4 and 5
- Promote aspects of Personal Development related to Music
- Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of



Music.

Communications, Marketing and Liaison

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner schools, etc.

Assessment, Feedback and Tracking:

- To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy
- To follow department monitoring and tracking systems relating to students attainment, progress and achievement
- Mark, grade and give written/verbal and diagnostic feedback as required
- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- Complete the relevant documentation to assist in the tracking of students
- To follow department policy regarding department tracking of student progress and use information to inform learning and teaching
- Follow setting and co-ordinating assessment arrangements in Music at all Key Stages, and in all areas as required by school policies, including standardising those assessments

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 CPD programmes
- To take part in the staff development programme by participating in arrangements for further training and professional development.

Student Support and Progress

- To be a Form Tutor to an assigned group of students if and when required
- To promote the general progress and well-being of individual students and the Tutor Group as a whole
- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support systems
- To register students, 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 students and keep up-to-date student 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 students
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to PSHE and citizenship and enterprise according to school policy
- To apply the Behaviour for Learning policy so that effective learning can take place
- Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads.

Additional Requirements

The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the post holder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.

- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.
- The Governing Body is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Governing Body.

Quality Assurance

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To support the school in meeting its legal requirements for worship
- To actively promote school policies and procedures
- To be responsible for own continued professional development
- To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.



- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment
- To undertake duties before the school day, at break, at the end of the lunch period and after the school day on a rota basis
- To attend meetings scheduled in the school calendar punctually
- To set cover work during any leave of absence
- To adhere to the School's Safeguarding Policy

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

- Qualified to teach and work in the UK
- Evidence of QTS
- Graded 'Good' or 'Outstanding' in recent lesson observations

| | | | |
|------------------|---------------------------|-------|------------|
| Reviewed By: | | Date: | |
| Approved By: | Deputy Headteacher | Date: | April 2018 |
| Last Updated By: | | Date | |



Person Specification

| Knowledge and Experience | Essential | Desirable |
|--|-----------|-----------|
| Successful teaching experience at secondary level (can be teaching practice). | ✓ | |
| Understanding of theory and practice of effective teaching and learning. | ✓ | |
| Understanding of how the most able students learn. | | |
| Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement. | ✓ | |
| Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, including special educational needs and English as an additional language. | ✓ | |
| Knowledge and experience of writing lesson plans, developing resources and assessing students work. | ✓ | |
| Understanding the importance of being a Tutor | ✓ | |
| Successful teaching experience at secondary level (can be teaching practice). | ✓ | |
| Experience in Multi-ethnic urban schools. | | ✓ |
| Experience of supporting applications | | ✓ |
| Skills and Abilities | Essential | Desirable |
| The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff. | ✓ | |
| Good level of ICT skills. | ✓ | |
| The ability to create a motivating and safe learning environment for all students. | ✓ | |
| Good communication skills both writing and speaking. | ✓ | |
| Ability to lead and manage own work effectively and take responsibility for own professional development. | ✓ | |
| Ability to carry out the job description. | ✓ | |
| Excellent time management skills and the ability to prioritise and meet deadlines under pressure. | ✓ | |
| Ability to inspire students, raise their aspirations and to support high level learning | ✓ | |
| Ability to use resources (incl ICT) innovatively. | | ✓ |
| Personal Qualities | Essential | Desirable |
| Passion for teaching own subject specialism. | ✓ | |
| Enthusiasm for and commitment to the achievement of the Sixth Form's overall vision for success at all levels. | ✓ | |
| Commitment to contributing to Sixth Form life as a whole and willingness to be involved with clubs and community projects. | ✓ | |
| A positive approach to hard work. | ✓ | |
| A positive role model for students. | ✓ | |
| Flexible, adaptable, results orientated and able to prioritise, resilient under pressure. | ✓ | |

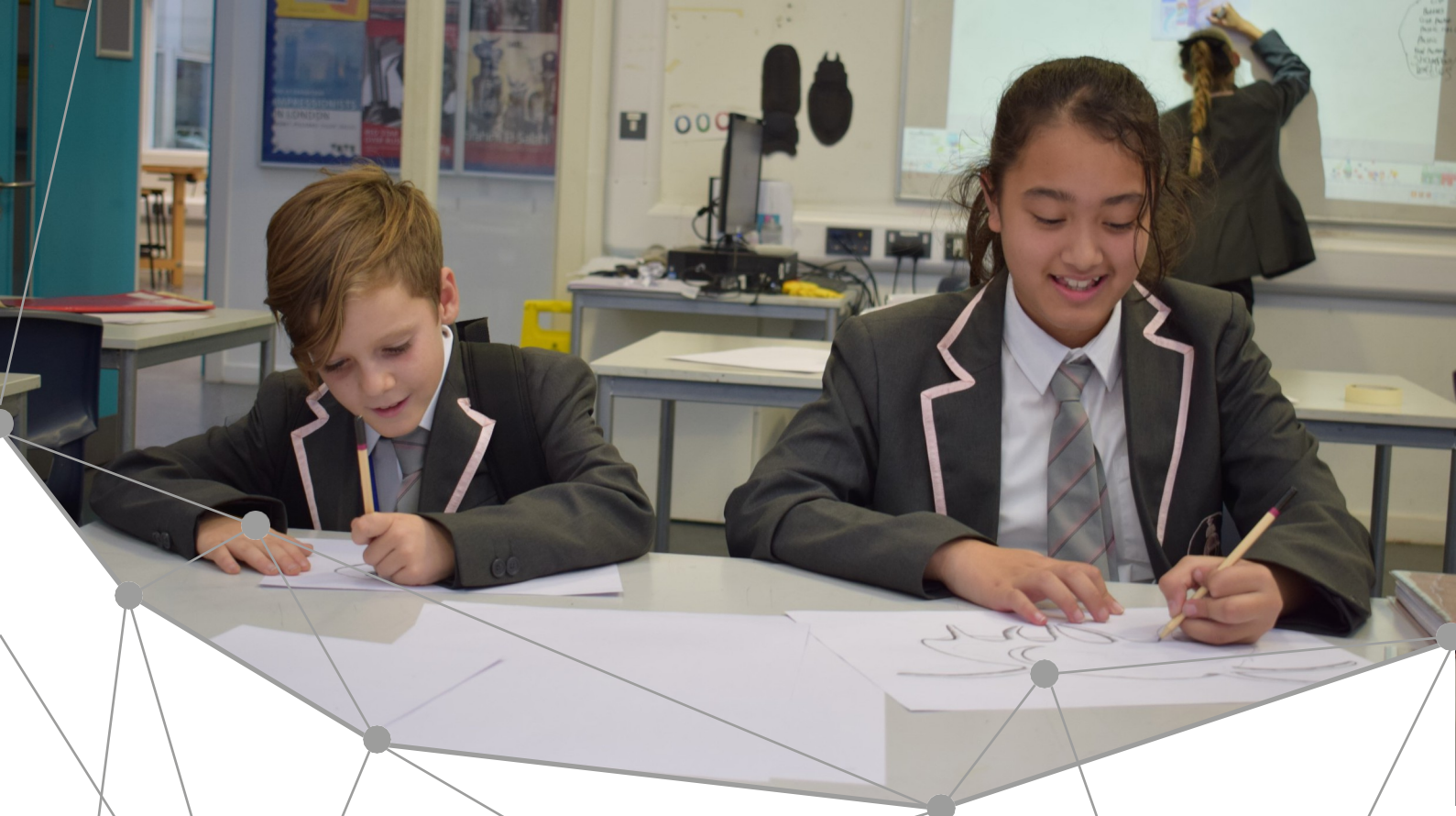
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