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# EYFS Class Teacher

Borden Church of England Primary School, School Lane, Borden, Sittingbourne, Kent ME9 8JS

INFORMATION



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Dear Applicant

Thank you for expressing an interest in joining us at Borden Church of England Primary School.

I hope this pack will give you a flavour of what it is like to be part of our successful and supportive school. We would welcome your request to visit us during the school day to see for yourself why we are so proud of our pupils and staff who make up our school community.

We are a small school of 140 pupils with a cohort intake of just 20. In Year 2 and Year 5, our children are split between two classes. We make the decision on which class the children will join based on our expert knowledge of each individual - academically, socially and emotionally. Our teachers are skilled and experienced in planning for mixed age range classes and work closely to plan programmes within their phase that meet the needs of each child as an individual. Our small size and small cohorts ensure that our staff know every single child extremely well. We know their interests, their likes and dislikes, their strengths and areas for development. Every child in our school knows that they are valued in our school family and that they are loved. For their first year at school, being in the small cohort size helps our children manage the transition to primary school with ease and provides them with space to learn and grow. In such a small class, they receive a great deal of teacher time all year, but particularly during those first few weeks to help them settle to the new routines of school. We are proud to be part of Our Community Multi Academy Trust, a group of ten schools under the leadership and guidance of Chief Executive Officer, Mr David Whitehead.

All new colleagues at Borden CE Primary School are made to feel welcome and professional development of staff across our Multi Academy Trust is one of our top priorities.

If you would like to find out more about our school, please visit our website: [www.borden.kent.sch.uk](http://www.borden.kent.sch.uk) or contact the office: [office@borden.kent.sch.uk](mailto:office@borden.kent.sch.uk) (t: 01705 472593).

Please do not hesitate to contact us if you have any questions or would like to know more about the role.

Yours faithfully

Miss Georgie Ingram  
Headteacher





# Advert

Job Title: EYFS Class Teacher

Grade: MPS

Hours: 19.5 per week (0.6)

Working days: Wednesday to Friday

This is a fixed term contract for 1 year, starting September 2024

This is a fabulous opportunity for a dedicated and organised person to join the school team at Borden Church of England Primary School which is part of Our Community Multi Academy Trust. We are seeking to appoint an enthusiastic and experienced Early Years Teacher for 3 days a week to join the school's successful and supportive team. We encourage anyone to apply who feels they have the necessary skills and abilities to fulfil the role. This is a fixed term 1 year contract.

Borden CE Primary is one of ten schools within Our Community Multi Academy Trust. We are a primary school of 122 pupils on our roll.

Our Community Multi Academy Trust believe that our people are our biggest asset.

## **We can offer you:**

- The opportunity to work in an excellent school and to contribute to its growth and development
- Students who enjoy learning
- A stable and committed staff team determined to give our students the best possible opportunities
- A supportive and committed board of trustees
- Work within a growing Trust who fully believe in the professional development of their staff.

## The successful candidate will:

- Have experience of leading or teaching phonics
- Have excellent organisational skills
- Be punctual
- Communicate well and be confident managing others
- Have good teamwork skills
- Respect confidentiality and the potential sensitivities of working in a school
- Have experience working in a school preferably Early Years
- Be able to demonstrate in their application that they can fulfil the main duties of the job description and person specification as a minimum

The successful candidate will be subject to an enhanced DBS check along with other pre-employment checks which must be undertaken before the role is confirmed by the school.

Our Community MAT is committed to safeguarding, safer recruitment and promoting the welfare of pupils. Our comprehensive recruitment and selection processes aim to discourage and screen out unsuitable applicants. Successful candidates are subject to rigorous pre-employment checks.

We are equally committed to eliminating discrimination and encouraging diversity. We aim for our workforce to be representative of society and that each employee feels respected and able to give their best. We are committed to providing equality and fairness in our recruitment and employment practices and not to discriminate on any grounds. We oppose all forms of unlawful and unfair discrimination.

Applications to be made via Kent Teach.

For further information about the role, or you would like a visit to our school please contact Josie Boland, via telephone on 01795 472593, or [office@borden.kent.sch.uk](mailto:office@borden.kent.sch.uk)



# Job Description

## **PROFESSIONAL ATTRIBUTES**

### **Relationships with Children**

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

### **Communicating and working with others**

- Communicate effectively with children, young people colleagues and other professionals.
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

### **Personal Professional Development**

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Evaluate performance and be committed to improving practice through appropriate professional development.
- Act upon advice and feedback and be open to coaching and mentoring.

### **Health and well-being**

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out of school contexts.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.



# Job Description

## **PROFESSIONAL KNOWLEDGE, UNDERSTANDING & SKILLS**

### **Assessment and Monitoring**

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

### **Planning and Teaching**

- Review the effectiveness of teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.
- Manage subject responsibility across the school including monitoring and assessing impact of teaching of their subject.

### **Subject Knowledge**

- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies. Have a secure knowledge and understanding of their subjects/curriculum areas including the contribution that these areas can make to cross-curricular learning; and recent relevant developments.

### **Achievement and Diversity**

- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline in line with the school's behaviour policy. Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

# OCMAT OVERVIEW

We believe that every part of the body is valuable and integral to the whole (1 Corinthians 12: 14-16). Therefore, we will create a community of schools that, whilst being diverse and unique in their own context, will ensure every child receives the highest quality educational experiences and pastoral support. At the heart of our Trust's vision is a belief in educational excellence, the belief that Our Community Multi Academy Trust is called to serve pupils, staff, families, and the local community by providing places where children develop and thrive academically, socially, culturally, and spiritually in the safest environments possible.

Our Community Multi Academy Trust is committed to sustaining high quality schools. Our focus is to maintain a self-sustaining school improvement model that draws on a wealth of practice and expertise across the Trust facilitated by experienced school improvement leads. Pedagogical excellence is at the heart of our improvement model with a sustained focus on collaborative and mastery learning.

We will maintain and strengthen a shared culture which requires every member of our community, whatever their role, staff or pupil, governor, or parent, to take responsibility for their position and be accountable for what they achieve. We will be driven by a desire to make a positive impact on the lives of all children. This shared community culture will respect, uphold, and complement each school's distinctive ethos and character.

Belonging to Our Community Multi-Academy Trust offers greater opportunities for influence than single schools can achieve. Working together the Trust aims to be greater than the sum of its constituent schools. At the same time, we recognise the unique character of each of our schools and the important role they play with their local community. We will work tirelessly to maintain each school's status within their locality and strengthen their character and reputation.

# THE COMPASSIONATE LEADER

- Will show empathy with children, staff and families through their leadership behaviours
- Will act with fairness and consistency at all times
- Will give credit where it is due and show appreciation for the efforts of every member of staff
- Will not be afraid to make mistakes and will show their own vulnerabilities
- Will go above and beyond to recruit and retain good staff
- Will be unconditionally inclusive
- Will have courageous conversations
- Will be reflective on their own professional practice and be receptive to advice offered

# THE COLLABORATIVE LEADER

- Will articulate a clear vision for their school which is understood and acted upon by all staff, pupils and families
- Will engage in and promote all Trust wide activities – working in a positive partnership with all Trust staff
- Will unconditionally work with other professionals both within and outside of the Trust for the greater good of our children
- Will display commitment to their staff and school priorities, resulting in high staff morale
- Will motivate their staff with passion, enthusiasm and inspiration making staff feel valued for their contribution to the school and the Trust

# THE COMMUNITY LEADER

- Will be highly visible within their own school setting and the local community
- Will be accountable for their actions and decisions
- Will act with integrity, drawing on their values to guide their decisions
- Will empower and enable staff by leading by example
- Will positively promote the Trust and school at all times



# OUR SCHOOLS

## **Primary**

Borden Church of England Primary School, ME9 8JS

Bredgar Church of England Primary School, ME9 8HB

Dymchurch Primary School, TN29 0LE

Lydd Primary School, TN29 9HW

Lynsted & Norton Primary School, ME9 0RL

Milstead & Frinsted Church of England Primary School, ME9 0SJ

Minterne Junior School, ME10 1SB

Petham Primary School, CT4 5RD

Selling Church of England Primary School, ME13 9RQ

The Oaks Infant School, ME10 1GL

# TRUST CENTRAL TEAM

## **Central Support Team**

*(based at Lynsted & Norton Primary School)*

Human Resources Team

Finance Team

Business Support & Management Information Team

ICT Support

Trust Executive Team - School Improvement

Inclusion Executive Officer

Standards Executive Officer

## **The Application Process**

Applications will only be accepted from candidates who complete our application form. Application forms can be found on the Kent-Teach website. Alternatively, please contact [trusthr@ocmat.org.uk](mailto:trusthr@ocmat.org.uk) for a paper application form.

## **The Shortlisting and Interview Process**

After the closing date for this post, a panel will conduct a shortlisting process. You will be selected for interview based entirely on the contents of your application form and we therefore suggest you read the Job Description and Person Specification fully prior to completing your application.

If your application is shortlisted, the Trust reserves the right to conduct an online search as part of our safer recruitment checks in line with KCSIE guidance. Any relevant information found with regards to a candidate's suitability to work with children will be discussed at interview.

Candidates selected for interview will be informed.

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

- Documents to evidence right to work in the UK
- Visual identification which includes a photograph (driving licence or passport)
- Documentary proof of current name and address
- Where appropriate, 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 and appropriate checks that may be required if you have worked or been resident overseas in the past 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 an employed teaching role

## **Safeguarding**

OCMAT 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.

## **Retention of Information**

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system six months from the date of interview or submission date of application if not successful for interview, in accordance with our retention or records procedure.

Please visit the OCMAT website for all Trust Policies.

[www.ocmat.org.uk](http://www.ocmat.org.uk)

Mr David Whitehead, CEO, Our Community Multi Academy Trust

OUR COMMUNITY MULTI ACADEMY TRUST  
C/O LYNSTED & NORTON PRIMARY SCHOOL  
LYNSTED LANE  
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