



Primary Teacher for September 2024 Candidate information brief

January 2024

Dear Candidate,

Thank you for taking the time to find out more about King Solomon Academy and the primary teacher role.

KSA is a pioneering school looking to hire exceptional people. This is a unique opportunity for an ambitious and high-performing primary teacher who is committed to pushing themselves further and achieving amazing things with and for their pupils. We are open to teachers across Early Years all the way through to Year 6 and have exciting middle leadership opportunities for the right candidate.

We believe in aiming high, working together, being kind and leading the way. Through weekly individual coaching, year group intellectual preparation time and whole school PD, we invest in your growth and development as a teacher to ensure you can excel in creating the best possible climate for learning for our pupils to thrive in.

King Solomon Academy is a genuine all-through school, with our pupils staying with us from nursery to sixth form across two sites, ten minutes-walk apart. Because of this, we have a unique opportunity to have a long term and dramatic impact on our pupils' lives. This all starts in our primary school, where our pupils develop, and grow a love of learning.

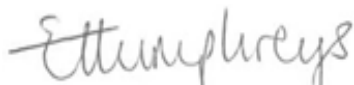
We have a strong track-record as a school in making a significant impact on our pupils' lives. We adopt a mastery approach in primary, meaning that our pupils have more time and explicit teaching of the skills and concepts that underpin long term success in academics, enriched by a varied and cultural capital enhancing curriculum which inspires and engages our pupils. Our specialist teaching model allows pupils to benefit from expert teaching in PE, music, art, humanities and science and means all staff have time to plan each subject properly.

Through our approach to professional development we can promise a successful candidate a positive and rewarding journey of growth. Through shared weekly and long-term planning, a large number of training days and access to the resources and opportunities in the Ark network, we are able to support our teachers to thrive.

In September 2019 we combined to form one all-through school with Nursery-Year 4 on our Younger Years Site (Crompton Street) and Year 5 - Year 13 on the Older Years Site (Penfold Street). In May 2021, we opened a purpose-built nursery for 2-4 year olds. Our Younger Years Site has generous outdoor space, including a beautiful global food garden and a woodland garden where we run Forest School in EYFS and KS1. UKS2 pupils benefit from all the resources of sharing a site with secondary: a huge MUGA, basketball courts, science labs, specialist music equipment and so on.

To apply, and to see more information about the school and this role please visit <http://kingsolomonacademy.org/current-vacancies>. The deadline is **9am on Monday 19th February 2024**. To discuss the role, please feel free to email our HR Officer, Salma Ali (k.sa.hr@kingsolomonacademy.org) or phone on 0207 563 6900.

Yours sincerely,



Beth Humphreys
Principal

Job Description: Primary Teacher

Salary: Ark Main Scale & Upper Pay Spine (Inner London):
£37,667 - £59,242

Start date: September 2024

The Role

To provide outstanding teaching and learning to ensure high attainment of their students.

Key responsibilities

- Provide a nurturing classroom climate and school environment that helps pupils to develop as learners
- Help to maintain positive culture across the whole academy
- Contribute to the effective working of the whole academy

Outcomes and activities

Teaching and Learning

- To teach engaging and effective lessons that motivate, inspire and transform pupil attainment.
- With direction from curriculum leaders in the school, assist in the creation and development of challenging and innovative Long Term Plans, Medium Term Plans and daily lesson resources which are inspiring for learners and teachers alike.
- Use regular, measurable and significant assessments to monitor attainment and accelerate progress
- Ensure that all pupils achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving at the expected level.
- Maintain regular and productive communication with parents, to report on wellbeing, progress, consequences and rewards and all other communications.
- To develop an exciting and motivating extra-curricular and enrichment offer including university links, trips and residential.

Academy Culture

- Help create a strong academy community, characterised by consistent, orderly and caring respectful relationships.
- Help develop a culture and ethos that is utterly committed to achievement.

Other

- Undertake other various responsibilities as directed by the Principal.

Person Specification: Primary Teacher

Qualification criteria

- Qualified to degree level and above
- Qualified to teach in the UK
- Right to work in the UK

Experience

- Experience of raising attainment in a challenging classroom environment
- Evidence of continually improving the teaching and learning of their subject through schemes of work and extra-curricular activities etc.

Skills and attributes

We are looking for these skills and attributes or at the very least, a clear, demonstrable capacity to develop them organised around our four school values:

“Aiming high”

- Prepares for success with excellent organisational skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

“Working together”

- Works effectively as part of a team
- Seeks out opportunities to build on own and others’ strengths and helps others to be better through a culture of clear, kind feedback
- Makes a strong contribution to assessments and child-led planning

“Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others
-

“Leading the way”

- Has a passion for working with children
- Is a positive role model to others
- Is brave
- Shows initiative
- Feels passionate about creating a better future.

Other

- This post is subject to an enhanced Disclosure and Barring Service check.





Principal – Beth Humphreys

Beth Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters' degree in Educational Leadership at The Institute of Education. She joined KSA secondary in 2012 as an Assistant Head and then Deputy Head, leading on curriculum and professional development before she became Head of Primary in January 2017. She took over as Principal in January 2024. She is proud to serve our all-through community and is passionate about ensuring our children get the very best start in life anyone could give them.





About Primary at KSA

King Solomon Academy is focused on providing the highest quality education to every pupil – from day one.

We believe that the foundations of our school are built in our Early Years and throughout Primary. As an all-through school we know that the successes here echo through a child's whole education and into their lives beyond. If we can help pupils to be confident and engaged learners in the primary years, we can set them up for success in their futures.

We have a unique opportunity to have a long term and dramatic impact on our pupils' lives. As our children start with us we are passionate about creating mastery of all aspects of literacy (including phonics) and numeracy, as well as creating the classroom culture which fosters rapid and significant character growth. In this way we believe our classrooms have vital importance in our ability as a school to affect change in the lives of our pupils.

KSA Primary is characterised by the formation of extremely positive and influential relationships between the school, pupils and their parents. We aim to support the development of the whole child, including their upbringing at home. Our curriculum is rich and varied; teachers are encouraged to dream big in their curriculum choices to inspire and engage pupils. In preparation for learning musical instruments in Year 4, we invest in specialist music learning throughout the school – sport, drama and other enrichment activities also benefit from our all-through setting. We are delighted to be able to offer

Forest School lessons to all pupils throughout Nursery, Reception and KS1, through our investment in a dedicated Forest School teacher.

We have achieved great success at effectively starting our pupils on their journey through education. We teach Phonics exceptionally well – achieving in the top 5% of schools in the country. We are driven by an unerring commitment to close the attainment gap between children of different socio-economic backgrounds and as such, want to rapidly improve pupils' attainment. Closing the gap at the youngest possible age means we can go on to ensure our pupils benefit from a rich curriculum in the Junior School and into Middle and Upper School so that by the time they are in Sixth Form, a life of success awaits them.

Our approach to planning and development are collaborative and enable our primary teachers to benefit from the expertise of others and build their own confidence in driving an excellent curriculum. Our use of specialist teachers ensures that teachers have a significant amount of time to plan their lessons.

Positive Action and inclusive recruitment at KSA

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following an analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- 'Blind' screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive.

Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 36 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

Ark runs a number of additional programmes, including:

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCOs
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offers teachers and support staff a comprehensive range of school-based first class professional development opportunities.

Ark Safe Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal

background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

