



**Waterfront
UTC**

Recruitment Pack

Primary Classroom Teacher



Welcome to THAT

Thank you for your interest in joining The Howard Academy Trust. We are a family of 9 academies—4 primary, 4 secondary, and 1 alternative provision—working across Medway, Kent, and Bexley. As a Trust, we are committed to delivering the highest standards of education for all children and young people, regardless of their background.

Our vision, *"Working together to create a community of successful learners"* underpins everything we do. We firmly believe that every child deserves access to at least a good education, and we are proud that every academy within our Trust has maintained or improved its Ofsted rating. Notably, Temple Mill Primary School and Waterfront UTC made the remarkable journey from Special Measures to Good at their first inspection since joining us—a testament to the dedication and expertise of our staff.



At The Howard Academy Trust, we recognise that our people are central to our success. We are committed to supporting and developing our staff so that they, in turn, can provide an outstanding education for our students. Each of our academies serves its own unique community, and our role as a Trust is to provide the support, guidance, and collaboration needed to drive continuous improvement.

We are always looking for talented and passionate individuals to join our team. If you share our belief in the power of education and want to be part of an organisation that truly makes a difference, we would love to hear from you.



Kyle Taylor
Interim Chief Executive
The Howard Academy Trust



THAT Benefits

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do.



Platinum
Workplace
Wellbeing Award



benenden
health
Subsidised Private
Healthcare



Free flu jabs
every autumn



Employee Assistance
Programme with
Free Counselling



Mental Health
First Aiders
in all schools



Early finish for
teaching staff on
Fridays for CPD/PPA



Multiple routes
into teaching



Opportunities for
collaborative CPD



Trust-wide training
and networking
events



Career Progression
and upskilling
opportunities



Bespoke in-house
Into Leadership
Courses



LGPS/TPS Pension
Scheme & Generous
Contributions



Competitive salary
with annual pay
progression



Early salary
withdrawal with
Access EarlyPay



Minimum 25 days
annual leave for
full time staff,
plus bank holidays



Discounted hire of
school facilities



Cycle to work
scheme



Free car parking
at each Trust site



EV Charging across
sites



On site catering
with a full
lunch menu



Discounted gym
membership



A diverse and
inclusive workplace



Staff referral
scheme



Flexibility
for life events



Annual
Trust Awards

We are happy to talk about flexible working.

Our Family of Schools



The Howard School
1,500 Pupils on Roll
Located in Rainham, Kent



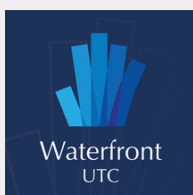
Temple Mill Primary School
240 Pupils on Roll
Located in Strood, Kent



Deanwood Primary School
230 Pupils on Roll
Located in Rainham, Kent



Thames View Primary School
450 Pupils on Roll
Located in Rainham, Kent



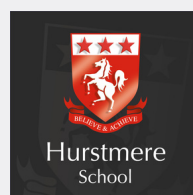
Waterfront UTC
370 Pupils on Roll Rated
Located in Gillingham, Kent



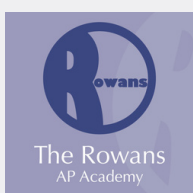
Miers Court Primary School
410 Pupils on Roll
Located in Rainham, Kent



The Abbey School
1,100 Pupils on Roll
Located in Faversham, Kent



Hurstmere School
960 Pupils on Roll
Located in Sidcup, London



The Rowans AP Academy
93 Pupils on Roll
Located in Chatham, Kent

Welcome to Waterfront UTC

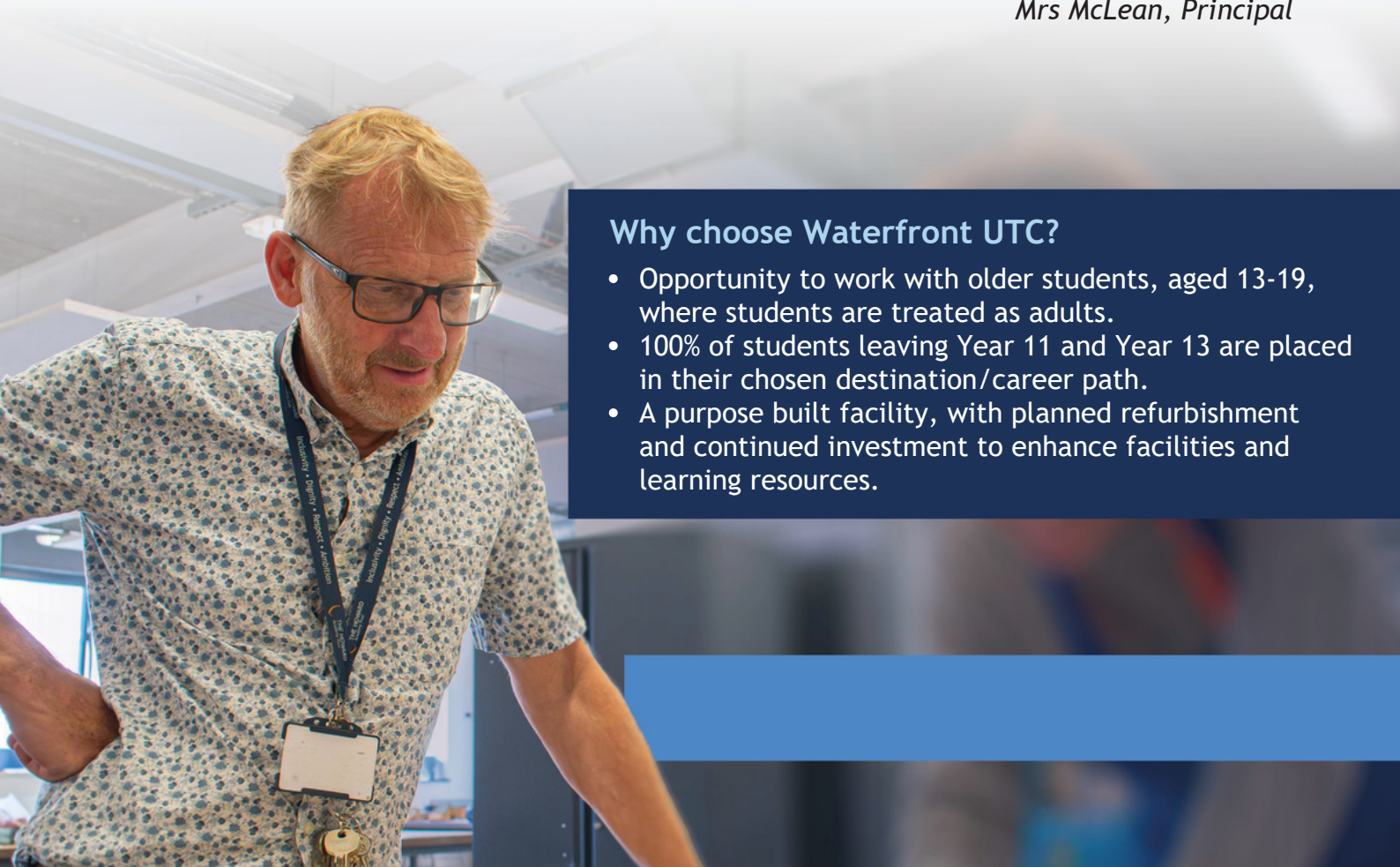


Welcome to Waterfront UTC and thank you for your interest in this post. I am determined to recruit the best possible individual who is passionately driven to ensure that every child succeeds in life and becomes a pioneer for Engineering or Construction.

University Technical Colleges (UTCs) are government-funded schools with a STEM focus. Our students join us in September of Year 9 or Year 12, and study a tailored curriculum of technical qualifications which focus on Engineering and Construction, whilst building a solid understanding in the core subjects.

Our employer partners work closely with us, getting to know our students over the time they are here, supporting them with careers guidance, careers planning and ongoing project work. Established by companies and universities in areas of high demand for talent, UTCs benefit from industry standard equipment and specialist staff to provide students with the skills valued by employers.

Mrs McLean, Principal



Why choose Waterfront UTC?

- Opportunity to work with older students, aged 13-19, where students are treated as adults.
- 100% of students leaving Year 11 and Year 13 are placed in their chosen destination/career path.
- A purpose built facility, with planned refurbishment and continued investment to enhance facilities and learning resources.



NOR
383



Age Range
13-19



PP
27%



FSM
31.1%



SEN
31.3%



EAL
9.3%

Job Description

Job Title:	Primary Classroom Teacher
Contract Type:	Part Time, Fixed Term
Remuneration:	STPC Main/Upper Pay Scale

Core Purpose and Scope

The holder of this post is expected to carry out the professional duties as described below, as circumstances may require and in accordance with the Trust's policies, under the direction of the Senior Leadership Team and Principal. The post-holder is required to fully support the vision, ethos and policies of the Trust.

THAT Vision & Values

As a Trust, our Vision and Values are achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- A proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the THAT whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition.
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academies leaders to focus on their core purpose of education.

Values and Behaviour

Teaching & Support Staff play a vital role in making the education of the students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

Personal and professional conduct

The post holder should always conduct themselves professionally, treating students and staff with mutual respect, regardless of personal beliefs, in accordance with Trust ethos, policies and practices.

Purpose of the Job:

To provide high-quality teaching and learning that enables all pupils to make strong academic and personal progress. The postholder will create a nurturing, inclusive and engaging classroom environment, identifying and addressing individual learning needs and barriers to progress. Working collaboratively with colleagues and families, they will support every pupil to develop their confidence, skills and resilience and achieve their full potential.

Key responsibilities:

- Deliver high-quality intervention and catch-up programmes in English and Mathematics
- Assess students' learning needs and design personalised support plans
- Teach and reinforce core literacy and numeracy skills to students who are working below age-related expectations
- Work closely with curriculum leaders, SEND staff and pastoral teams to support student progress
- Build positive relationships with students, helping them develop confidence and engagement in learning
- Monitor, evaluate and report on the impact of interventions
- Support disadvantaged learners to overcome barriers to academic achievement.
- Maximise pupils' potential attainment and achievement standards
- Take lead accountability for pupil progress in the subject area
- Be responsible for leading, managing and developing the school's provision in the subject area
- Help to improve teaching across the subject area, e.g. through securing professional development opportunities for teaching staff
- Ensure that the subject area curriculum is broad, balanced, challenging and inclusive
- Be an excellent classroom practitioner adapting teaching styles to suit all groups of pupils
- Ensure planning of work is differentiated appropriately and evaluate the impact on progress and attainment for all groups of pupils
- Use assessment to set clear targets for improvement of pupils' achievement and monitor pupils' progress towards those targets
- Use appropriate teaching learning strategies to communicate clear learning objectives and expectations for achieving excellence

- To maintain records on pupil progress and attainment, ensuring dissemination of appropriate information to pupils, parents, colleagues, other professionals and other approved external agencies
- To take responsibility for professional development and use the outcomes to improve teaching and pupils' learning, offering enrichment opportunities within your subject area
- Create a stimulating and subject-rich learning environment
- To attend and contribute to staff meetings and CPD training

Additional duties:

- All staff, with the support of the Academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the students and young people
- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the Academy's health and safety at work policy

This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.

An Enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.

Person Specification

Please refer to these requirements when completing the application. The Person Specification is related to the requirements of the post as determined by the Job Description.

Essential	Desirable
Education and Qualifications	
- Teaching qualification - Degree or equivalent	- Further degree - Evidence of ongoing Professional Development
Experience	
- Excellent oral and written communication Skills - Successful experience teaching primary-aged pupils, particularly in English and mathematics - Record of successful teaching with a clear understanding of the teaching provision required - Excellent classroom practice - Ability to implement a range of teaching strategies	Experience of working within the academy or education sector
Knowledge and Understanding	
- Effective use of data to analyse performance and manage interventions to measure the impact of achievement and attainment - Strong understanding of literacy and numeracy intervention strategies - Good understanding of effective procedures for managing and promoting positive behaviour among students - Clear understanding of the role of parents and the school community improvement, and how this can be practiced	- Knowledge of child protection and safeguarding policies - Sound understanding of equal opportunity issues within the workplace and the importance of culture and ethos, and how these impacts on morale, high expectation, and high standards
Characteristics and Competencies	
- Ability to create a happy, challenging and effective learning environment - Excellent communication and relationship-building skills - A solution-focused mindset and determined “no-excuses” approach to raising standards	

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| <ul style="list-style-type: none">• Passionate about supporting disadvantaged and vulnerable learners• Inspire confidence and develop positive learning habits in students who may have previously struggled in education• A personable nature to build effective relationships with parents and all members of the school community• A creative and good-humoured approach to all aspects of teaching• Patient, resilient and committed to improving outcomes for all learners• Ability to work to professional standards, think independently and make judgements, to influence others through discussion• Ability to be flexible and well organised to manage, at times, unpredictable and variable workload | |
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