



## Candidate information pack: **Primary Teacher (Years 1 to 6)**

# Welcome to School 21

To join School 21 is to join a community of pioneers - staff and pupils who want to do things differently.

Here we think deeply about how we can help students, who often battle the odds, live lives of choice, opportunity and power. We strive to give pupils the most challenging and exciting curriculum possible and we treat each other with respect, kindness and support.

As the school continues to innovate with rigour, we are looking for a new cohort of inspiring teachers who can bring something special to the school. This is your chance to grow as a professional and as a person and there are many opportunities to do so: honing your craft as a teacher, developing your subject discipline, designing interdisciplinary projects or becoming a well-being coach and mentor.

We are looking for skilled practitioners who believe, like us, that we need to develop the whole child – head, heart and hand – if we want them to take on the world.

To help you decide if this is the school for you, here are a few things that we do at School 21:

- We provide tailored, sophisticated, collaborative professional development that gives you the chance to learn new skills and approaches and then embed them in your practice.
- We support you to collaborate between subjects, ages and approaches.
- We believe in developing the full potential of all members of staff giving regular feedback on all aspects of practice.
- We give you the chance to learn from leading practitioners.
- There are multiple routes for career progression.
- Our values of community, humanity, openness, excellence and responsibility guide everything we do.

There are also certain things we don't do here:

- We don't micro manage you.
- We don't regiment you.
- We don't pigeon hole you and fail to see your potential.

School 21 is a different kind of school and we are looking for people who have a belief that more of the same is just not ambitious enough. We would love you to visit and see the school in action or call us to talk things through.

**Edmund Coogan**  
**Stephanie Shaldas**  
**Interim Co-Headteachers - School 21**

**Peter Hyman**  
**Liz Robinson**  
**Co-Directors, Big Education**

# The Big Education Family

**Big Education is a multi academy trust as well as a social enterprise.** Our mission is for as many children as possible to be offered a Big Education - one in which children can flourish through the development of head, heart and hand. Our aim is to do this in three ways. To inspire through our thought leadership. To design schools, programmes and tools to support a big education. To grow and support communities of schools and practitioners who are striving towards a big education.

**At Big Education we believe...**

- In making a difference to the entire system not just our own schools
- In prizing distinctiveness and centres of excellence over uniformity
- In challenging not accepting the way education is done – in becoming the first place to go for rigorous innovation and new thinking
- Good exam results and a good Ofsted grade are a minimum necessity not goals of education
- The divide between progressives and traditionalists gets in the way of true innovation that has an impact: dogma of any kind is unhelpful
- Education is an intellectual as well as practical undertaking and needs a rich blend of both



# Our community

School 21 is driven by values. We have spent a lot of time refining our values, delving into their meaning and making them the anchors for the actions of staff and students on their 4 to 18 journey.

## Our values are:

- Excellence (above and beyond)
- Openness (reflect and grow)
- Responsibility (step up)
- Humanity (choose kind)
- Community (we build strong circles)



Community has become a value of increasing importance particularly during this extraordinary year of Covid. From the start of the school we have had dedicated staff who work on developing partnership in the community. Each of our small schools have developed positive and layered relationships with the parents and families.

- ❖ **Response to Covid.** Our response to Covid has deepened our support and connection with our families and community. We have provided financial support, a food bank, a range of vital supplies as well as support with home learning and digital equipment. We have developed both a layered on-line provision as well as personalised on-site provision. We have spent a lot of time developing our well-being support for both staff and pupils. The staff's belief in social justice and going above and beyond to support our families has been a striking feature of the school.
- ❖ **Anti-racist organisation.** We are proud of the work we are doing to become an anti-racist organisation. We have devoted time as a whole staff and in working groups to work through the often challenging issues involved in ensuring that we are making change in both a pro-active way and for the long term rather than providing just quick or surface solutions.
- ❖ **Partnership with business and community organisations.** We are working with several hundred organisations to enrich the student experience. We have reinvented work experience with students working in the community once a week from year 10 on rich problem solving problems. We have forged great partnerships with some of the big creative organisations on the Olympic Park such as the London College of Fashion.

# The Big Education Family



**School 360** is a new primary school down the road from School 21 that opens its doors to its first pupils this September. We have just appointed Co-headteachers to run the new school and they have set to work exploring fresh ways in which a curriculum of head, heart and hand can be developed.



**Surrey Square**, one of our MAT schools, has led the way in its work on values and well-being. It has developed a personal excellence curriculum and toolkit that provide every child with the skills and attributes to develop into successful learners and rounded human beings.



**Voice 21** started out with teachers developing oracy practice at School 21. We then worked with Cambridge University to devise the four strands of oracy (cognitive, linguistic, social/emotional and physical). Five years ago we created the charity, Voice 21, which has grown and flourished, working with 1100 schools and 7000 teachers in all parts of the country. We believe that oracy should have the same status as reading and writing. We want every child to find their voice and be able to use it powerfully and skillfully in a range of settings.



**Rethinking Assessment.** Big Education is part of a growing coalition of state and independent schools, academics, businesses, parents, students and teachers who all want to see a better exam and assessment system that gives proper recognition to the range of strengths of every young person.



**The Big Leadership Adventure** is our flagship programme to nurture leaders who want to push the boundaries of what is possible in education. Based on our head, heart and hand leadership model, participants are taught a range of powerful tools and are involved in immersive experiences and workshops with a cohort of bold leaders.



**Learning from Lockdown** is a new website we have created to help make sense of the Covid experience in schools. A series of fascinating blogs from leaders, teachers and practitioners are aimed at building a better education system when we return from lockdown. We are turning some of the emerging themes from these blogs into playbooks and toolkits for schools to use.



**school21**  
EMPOWERING YOUNG PEOPLE TO TAKE ON THE WORLD

# OUR VALUES

# A Big Education Zone in East London

School 21 will be part of a group of four Big Education schools, all within a mile of each other.

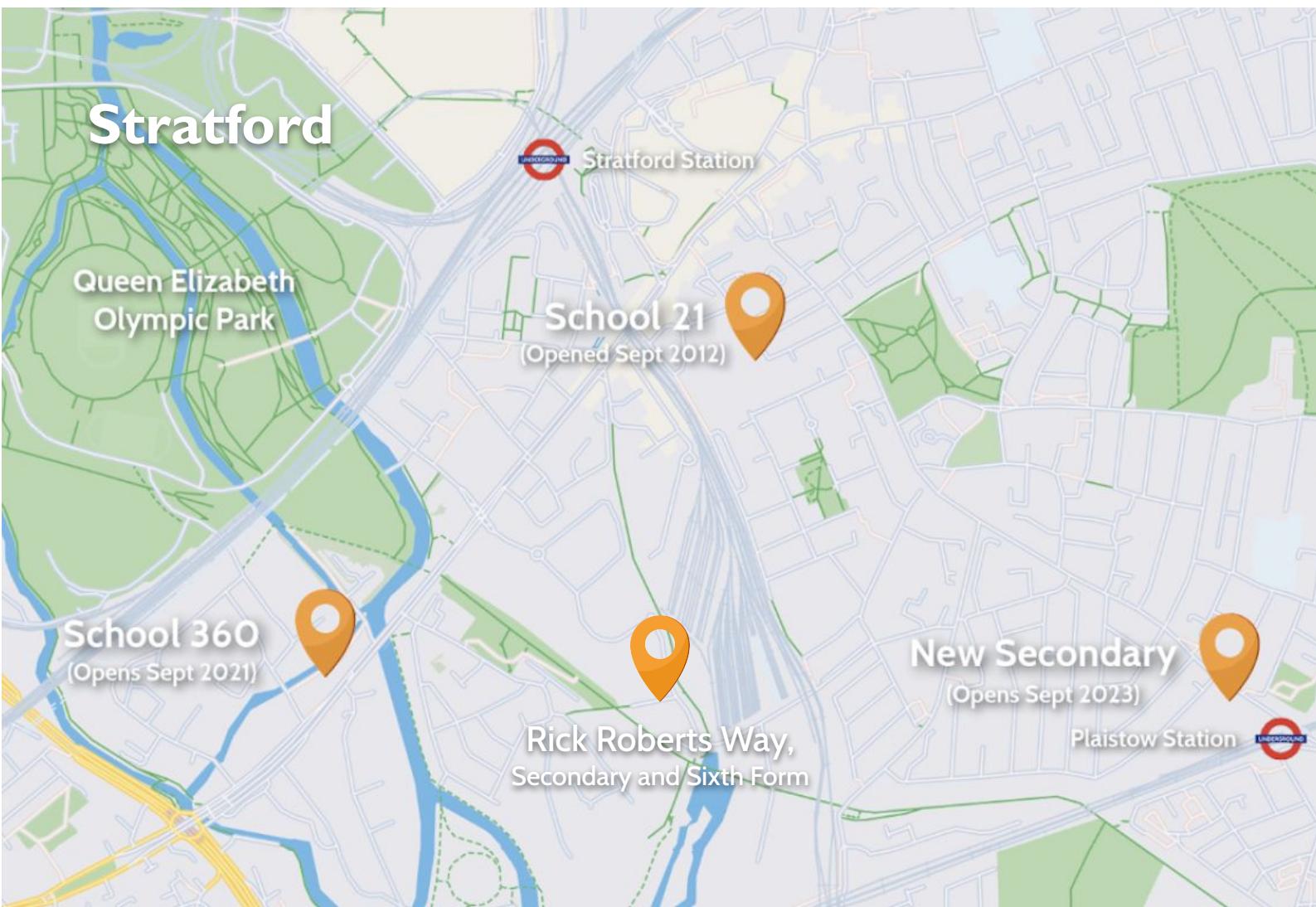
We are opening a new primary school - School 360 in September this year.

Then there will be two new secondary and sixth forms opening in September 2023.

In addition we have several hundred partnerships with organisations in the area - many of whom are already taking students for real world learning projects.

That means there is the exciting prospect of 300 staff and 3000 students plus our partnerships being able to collaborate in interesting ways.

We are developing plans to bring this all together in a big education zone offering incredible opportunities for our children and families in the community.



# A curriculum of head, heart and hand

At the heart of School 21 is a vision for a more expansive education. Key to this is a 4 to 18 curriculum that balances head (academics) heart (emotional intelligence) and hand (creativity and problem solving).

Our school is broken down into four small schools each of them developing the head, heart and hand curriculum in their context.

**Primary** (Reception to year 4)  
**Middle** (Years 5 to 8)  
**Secondary** (Years 9 to 11)  
**Six 21** (Sixth form - years 12 and 13)

**For the head** we are trying to foster deep and critical thinking. 4 to 18 well sequenced knowledge pathways that build out from big ideas and concepts, rich interdisciplinary learning and knowledge that is applied creatively to the world around us.

**For the heart**, we want every child to find their voice and develop confidence in who they are. We also want everyone to be able to work with others, make friends, and enjoy the different backgrounds and perspectives of our community. We also want young people to wrestle with big moral and ethical questions so they can navigate the complex world they are going into.

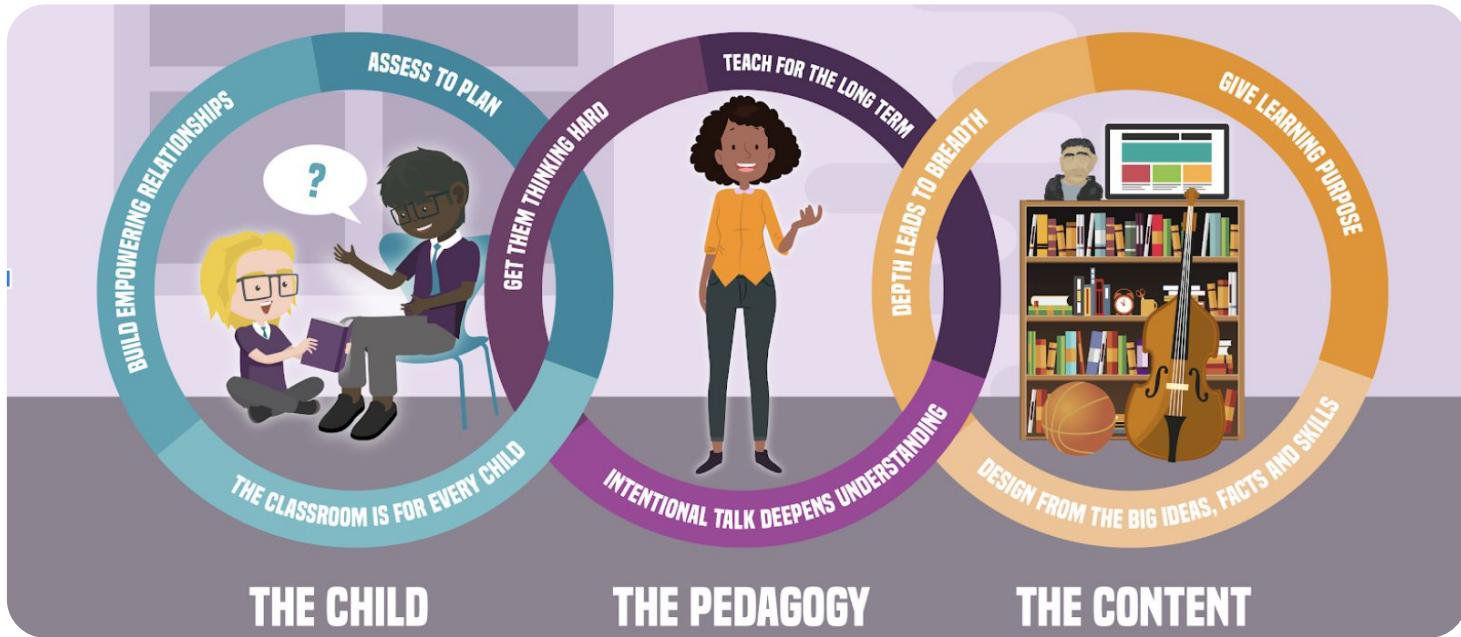
**For the hand**, we want the creative and performing arts to be centre stage. We have a Makerspace in the centre of our school so that students can solve problem, design products, create beautiful work, learn at the feet of experts.

There are two golden threads that weave head, heart and hand together. The first is oracy. The dialogic classroom and the dialogic staffroom is at the heart of the school. The second, is metacognition. We are a school where we are both intentional and deeply reflective about the processes of our learning so that we can become powerful learners and are constantly improving everything that we do.

Head	Heart	Hand
Cultural literacy  ‘Best that has been thought and said’ <i>Matthew Arnold</i>	Self-awareness  ‘You can only become truly accomplished at something you love’ <i>Maya Angelou</i>	Beauty and discernment  ‘I saw the angel in the marble and carved until I set him free’ <i>Michelangelo</i>
Big ideas and concepts  ‘The great conversation of humanity’ <i>Michael Oakeshott</i>	Building relationships A tolerance of difference  ‘We have two ears and one mouth and we should use them proportionally.’ <i>Susan Cain</i>	Learning to create  ‘Vulnerability is the birthplace of innovation, creativity and change.’ <i>Brené Brown</i>
Applying and combining knowledge  ‘Empowering Knowledge not just knowledge of the powerful’ <i>Michael Young</i>	Ethics and meaning  A person ‘without ethics is a wild beast let loose on the world’ <i>Albert Camus</i>	Changing the world  ‘Never doubt that a small group of thoughtful, committed citizens can change the world’ <i>Margaret Mead</i>

# Teaching and Learning at School 21

To bring alive a head, heart and hand curriculum requires a repertoire of teaching and learning strategies to suit the type of learning. School 21 carves out significant time for teachers to work on the craft of their teaching - understanding the child, the pedagogy and the content. Each of our four small schools has brought this alive for their context ensuring students achieve high academic standards as well as becoming powerful learners.



**English Language** is at the heart of everything we do, beginning in primary, where we teach phonics, reading, storytelling and writing with real passion. It's our mission to ensure every student is an avid reader, fluent writer and confident public speaker.

**Oracy** has been important to the school since we opened in 2012. We have developed a lot of rich thinking and strategies and oracy now is part of every aspect of the school from the way we do assemblies in the round, to the Ignite talks (like mini TED talks) that every child performs, to the classroom techniques that include storytelling, Harkness tables, socratic seminars, Philosophy for children and a range of other pedagogies. We have an oracy leader in each of our four small schools.

**Problem solving and critical thinking** is crucial to the way we think about learning and in maths where we begin with a maths mastery programme, in science and humanities as well as across the curriculum we create opportunities for children to think deeply and solve problems using a range of critical thinking strategies.

**Wellbeing and growth through coaching.** Throughout our four small schools we have a well-being curriculum that gives all our children the chance to get underneath complex social and emotional issues in a way that develops their personal qualities and dispositions. This involves dedicated coaching time, often in coaching groups of no more than 15, so that every child gets the chance to speak and be heard.

**Music and the performing arts.** From the Middle School Band Project where every child plays a musical instrument and performs together in a band, to high-quality musicals each year, to drama performances at all ages, to a community choir that has brought joy to staff pupils and parents, music and performance is woven into the fabric of the school.

# Teaching and Learning at School 21



**Beautiful Work and the Makerspace** We believe our purpose as an organisation is to create beautiful work that makes a difference to the world. Our school is a place where children craft stunning work with quality end products, for real audiences as a result of deep teacher collaboration. In addition to teaching through discrete subject disciplines, our teachers collaborate to design and teach projects which tackle authentic issues and seek to create rich, beautiful outcomes of lasting value. Our new Makerspace at the heart of the school supports this work.

**Real World Learning.** We go to great lengths to connect the learning of our students to the world outside the school gates. This culminates in years 10 and 12 where our students spend an afternoon every week at their Real World Learning placement, working in small teams to solve a challenging and authentic problem faced by their host organisation.

**Integration of new technology.** Through sophisticated use of technology including 1:1 iPads, online resources, apps and blogs, and e-portfolios chronicling their work, students harness the creative power of technology to organise and add value to their learning experience. This has been taken to a new level during lockdown.

**Exhibitions.** At the end of every term we host an exhibition for parents, the community and our partners, where students can showcase the beautiful work they have produced and talk visitors through the story of their learning.



# Developing you and your practice

At School 21, we take your development extremely seriously. We are an organisation made up of people who are dissatisfied with the status quo in education, and our quest to build a school fit for the 21<sup>st</sup> century means that we are constantly seeking to improve and innovate. In this context, it is not enough to simply improve our processes, we believe it is absolutely imperative that we are proactive in developing our people. The key ways in which we will support your personal and professional development are as follows:



Our practice is our testing ground. For this to happen, we think CPD should be constantly asking us what we are working on and giving us the time, space, resources and challenge to improve our practice. This is why our CPD is carefully differentiated into pathways which offer staff choice of modules, clinics, research opportunities and rigorous conversations.

Every member of staff will have:

- More planning days to focus on the things that matter to our organisation.
- 1.5 hours every Wednesday afternoon to work on “modules” that you have chosen from a menu designed by staff.
- Regular feedback from peers, “critical friends” and those with expertise in areas you are working on.



Leadership &  
Growth

Every member of staff has a “flight path” conversation in which we discuss how they want to grow over the next two to three years and the training and support structures needed to achieve their goals.

We provide more routes to progression than most schools with opportunities to:

- Lead areas of our pedagogy, such as oracy or project-based learning.
- Lead on aspects of curriculum design.
- Lead within our small school structure – primary, middle, secondary, sixth form.
- Lead departments.

We have distinctive leadership courses to develop the skills of staff so they can lead in a range of settings. Our leadership training includes inputs from great educationalists, entrepreneurs, leaders in diverse professional fields, and those with deep experience of building high performing teams.



## Strategic Direction

All staff have the opportunity to be in a “circle” or team to develop an aspect of the school. This gives everyone the chance to be strategic and have a genuine and deep input into the direction of the school. Some of the current circles include: oracy, project-based learning, school culture and curriculum.



## Line Management

You will have a line manager dedicated to helping you grow. The expectation is that the line manager observes you in action in some setting: teaching, coaching, chairing a meeting, working with parents, taking an assembly and then gives you specific feedback at line management meetings. That way you have more specific feedback on your practice.



## Feedback culture

There are plenty of other ways in which staff get regular and specific feedback not just on their teaching craft but on how they want to grow more widely as a leader, project designer, team builder or coach. Much of this is done through peer feedback – matching people with the right expertise – and sophisticated protocols that help people wrestle with dilemmas or tune-up something they are working on.



## Professional Portfolio

There is an expectation that every member of staff will develop a professional portfolio of their work, projects, professional development, interests and reading. Staff find this very rewarding and provides them with a very personal story of their growth as well as a unique platform to engage outside practitioners and forge partnerships.



# What we are looking for

We have spent a lot of time thinking about the attributes that make staff successful at School 21. These qualities sum it up as best we can.



Pioneer

We are looking for people who do not believe business as usual is good enough: people who want to develop new approaches, challenge outdated assumptions and research new practice. We have, for example, redesigned how we do assemblies, parents' evenings, CPD, tutor time and work experience. **We are looking for new members of staff who can add fresh thinking and fresh insights.**



Multiplier

At School 21 we have a deeply held belief that our task is to grow ourselves, grow others and grow the organisation. We also believe that the highest form of leadership is to build high functioning teams. So we are looking for genuine collaborators and people who have the interest and skills to grow other people as well as themselves; **people who seek to share, learn and give to others.**



Craftsperson

School 21 is a rich environment for discussion, debate, thinking and evaluation. Staff read and research, they wrestle with deep questions about teaching and learning and they constantly look to refine and reinvent their practice. Our CPD is layered, personalized, regular and in-depth with far more time than most schools to delve deeply into practice and impact. **Our staff support each other as critical friends and collaborate deeply in order to develop their teaching craft.**



Living by our values

School 21 is an organisation that has core values at its heart. Whether a student or a member of staff, we look for people who share our values of humanity, responsibility, community, excellence and openness. **We look for people who bring these values to everything they do.**

# Facilities & Environment

The School 21 site was completed in 2012, and represents an extensive rebuild and redesign of an existing school complex. The founders had considerable influence in the design and layout of the school, including the creation of large courtyard spaces which are used for assemblies, exhibition and break-out teaching spaces. There are also well-equipped specialist teaching facilities including four purpose-built science labs, a makerspace of craft and design, two drama studios, several Harkness rooms, a sports hall and MUGA sports pitch.



## Location

School 21 is extremely well located at just 5 minutes' walk from Stratford Tube station, Stratford bus terminal and Westfield Shopping Centre.

With well-established and reliable public transport links throughout the area, Stratford is within easy reach from a wide range of areas and heading into Central London from the school takes about 20 minutes.

Our close proximity to the Queen Elizabeth Olympic Park means there are fantastic facilities on our doorstep and a constant flow of exciting organisations and start-ups into the area.



# Job Profile

**Title:** Primary Teacher (Years 1 to 6)

**Salary:** Inner London (competitive salary based on experience and skills)

**Start date:** September 2021 (with earlier planning, training and induction)

**Contract:** Permanent, full-time, subject to an enhanced DBS check

School 21 is a pioneering 4 to 18 school in Stratford, East London that is developing a rich curriculum and a range of exciting pedagogies. This is your chance to be part of a growing body of exceptional teachers who are rigorous about the basics of phonics, literacy and maths and at the cutting edge of new thinking on oracy (speaking), storytelling and well-being. There are also opportunities, with the opening of our middle school, to collaborate with secondary colleagues in the development of a ‘school within a school’ for pupils from years 5 to 8.

The ideal candidate will be an excellent primary teacher; skilled in delivering the English language, including oracy, phonics and maths; passionate about building a love for reading in students; a collaborative planner, able to work across subjects and primary year groups; creative in implementing curriculum innovation; interested in developing the whole child – head, heart and hand; experienced in dealing with complex pastoral challenges and working effectively with families to maximise pupil progress; and experienced in developing a strong class culture embedding our school values.

School 21 is a very special and different kind of place to work in. We empower staff to find their voice and their creativity. We offer collaboration and learning across ages and subjects. We have developed a professional development programme that sees teaching as a craft - an intellectual and practical profession that draws its energy from rich conversation. We offer multiple routes to progression through subjects and pedagogies. We believe strongly in developing the full potential of all staff.

Our aim is for children to grow and produce beautiful work. In the last few years children have crafted some stunning outcomes including a toy museum, their own planets, a photography and poetry exhibition and their own dramatic fairy tale production. Our children learn at an early age to work in teams, ask challenging enquiry questions and think deeply about the world around them. We are looking for new teachers to add to this spirit of creativity and lead different aspects of this work.

# Job Description

<b>Pioneer</b>	<ul style="list-style-type: none"><li>• To design, plan and deliver innovative lessons for young people.</li><li>• To support students to take part in purposeful talk and to develop their oracy skills.</li><li>• To plan and deliver interdisciplinary projects which bring together knowledge and skills, are focused on real-world enquiries and which culminate in a high-quality end product.</li><li>• To foster independent student-led learning, utilising new technology where appropriate.</li><li>• To develop the aspirations and professionalism of a coaching group/class, collaborating with colleagues within your coaching/year team to construct and deliver the wellbeing curriculum for a year group.</li><li>• To contribute to the strategic direction of the school.</li></ul>
<b>Craftsperson</b>	<ul style="list-style-type: none"><li>• To be an agile, reflective and open-minded learner.</li><li>• To provide on-going specific and personalised feedback to students.</li><li>• To understand progression and be able to assess against benchmarks.</li><li>• To be comfortable using data to plan interventions for individual students.</li><li>• To plan for great lessons across a scheme of work, a term, a year and across different ages.</li><li>• To be immersed both in your subject specialism and the literature around how children learn.</li><li>• To adopt a process of ongoing reflection and improvement within your teaching practice.</li><li>• To be a creative and deep thinker about pedagogy.</li><li>• To understand your role in ensuring every student is an avid reader, fluent writer and confident public speaker.</li></ul>
<b>Multiplier</b>	<ul style="list-style-type: none"><li>• To collaborate with colleagues through departments, CPD, circles, and inter-disciplinary projects.</li><li>• To collaborate with colleagues within the ‘small school’ structure including primary, middle, secondary and sixth form.</li><li>• To make a commitment to growing others and taking part in building the feedback culture of the school.</li><li>• To build high-functioning teams of teachers and other staff.</li></ul>
<b>Professional responsibilities and attitudes</b>	<ul style="list-style-type: none"><li>• To represent the core School 21 values, humanity, community, responsibility, excellence, openness and integrity.</li><li>• To support the inclusion of all young people and to foster a belief that every child can succeed.</li><li>• To be constantly learning, open to feedback, and demonstrating a growth mindset.</li></ul>
<b>Primary Teacher</b>	<ul style="list-style-type: none"><li>• To design and develop an exciting and rigorous curriculum that enables all children to succeed.</li><li>• To develop high quality schemes of work and lesson plans.</li><li>• To deliver English, including oracy, phonics, maths and science, to a high standard and integrate music, art and drama skills.</li><li>• To embed a love for reading in students.</li><li>• Establish a safe, supportive and stimulating learning environment where displays and resources are used to help children learn effectively.</li></ul>

# How to apply



**Application deadline: Friday, 23rd April 2021**

**Likely interview dates: 28th and 29th April 2021**

Please complete the online form for this role, which can be found in the careers area of the School 21 website - [www.school21.org.uk](http://www.school21.org.uk).

In compliance with Safer Recruitment guidelines, CVs cannot be accepted.

If you wish to have an informal discussion about this role, please email Anne Shaker, HR Manager, at [careers@school21.org.uk](mailto:careers@school21.org.uk)

School 21 is an equal opportunities employer and particularly welcomes applications from BAME communities, especially those that reflect the make-up of the local community.

**School 21 is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**