



# Reception Class Teacher

# Gillespie Primary School

GIL/687



Closing Date: Midnight, Sunday 22<sup>nd</sup> April, 2018



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## GILLESPIE PRIMARY SCHOOL

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Website: [www.gillespie.islington.sch.uk](http://www.gillespie.islington.sch.uk)

Headteacher: Mark Owen BEd Hon NPQH



### RECEPTION CLASS TEACHER

**Salary Grade: MPR Spine Point 1-6**

**Contract: Full Time 32.5 hours, Permanent**

**Salary Range: £28,660 - £39,006 per annum**

**Required September 2018**

Would you love to work in a vibrant and happy one form entry school?

Gillespie Primary School is an outstanding community school. We are continuing to build on this success, seeking to become a great and innovative school.

We are looking to appoint an enthusiastic and skilled Reception class teacher, to start September 2018.

The applicant must:

- Love teaching – be committed to achieving excellence in teaching and learning.
- Be highly motivated and enjoys working with children.
- Have a strong commitment to professional development.
- Have a keen awareness of, and interest in, the latest developments in education and the EYFS curriculum and National Curriculum
- Thrive on participating actively in the wider school community.
- Want to make a difference for our families.
- Be able to inspire, enthuse and support colleagues in a team and have superb management and organisational skills.
- Is committed to building a brilliant Foundation stage with our Foundation Leader

We offer a supportive and professional staff team, good opportunities for professional development and children who are eager to learn.

Visits to the school are positively welcomed and can be arranged by calling the school office on 02072266840

Please apply online at <http://jobs.islington.gov.uk/disciplines> following the jobs link. If you need any assistance please email [schoolsrecruitment@islington.gov.uk](mailto:schoolsrecruitment@islington.gov.uk) quoting reference GIL/687.

Closing date for applications: Midnight, Sunday 22<sup>nd</sup> April 2018

Interview date: Wednesday 25<sup>th</sup> April 2018

Gillespie Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants. Also, this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.





**Gillespie Primary School**

## **JOB DESCRIPTION**

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**SCHOOL: GILLESPIE PRIMARY SCHOOL**

**POSITION: RECEPTION CLASS TEACHER**

**GRADE: MPS Spine Point 1 - 6**

**HOURS: 32.5 Hours FULL TIME**

**RESPONSIBLE TO: HEADTEACHER**

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This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the School's Policy statements to fulfil the general aims and objectives of the School Development Plan.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

### **PURPOSE OF THE POST**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the head teacher.

### **MAIN DUTIES AND AREAS OF RESPONSIBILITY**

#### **Planning, Teaching and Class Management**

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed;
- Setting tasks which challenge pupils and ensure high levels of interest;
- Setting appropriate and demanding expectations;
- Setting clear targets, building on prior attainment;
- Identifying SEN or very able pupils;
- Providing clear structures for lessons maintaining pace, motivation and challenge;
- Making effective use of assessment and ensure coverage of programmes of study;
- Ensuring effective teaching and best use of available time;
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- Using a variety of teaching methods to:
  - i. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - ii. Use effective questioning, listen carefully to pupils, give

- iii. Attention to errors and misconceptions
- iv. Select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Evaluating own teaching critically to improve effectiveness;
- Ensuring the effective and efficient deployment of classroom support
- Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- Encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;

### **Monitoring, Assessment, Recording, Reporting**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- Mark and monitor pupils' work and set targets for progress;
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- Undertake assessment of students as requested by examination bodies, departmental and school procedures;
- Prepare and present informative reports to parents.

### **Curriculum Development**

- Contribute to the whole school's planning activities

### **Other Professional Requirements**

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Know subject(s) or specialism(s) to enable effective teaching;
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Consider the spiritual, moral, social and cultural needs of the children;
- Contribute positively and effectively to the Every Child Matters agenda;
- Take responsibility for safeguarding and promoting the welfare of children.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- Take responsibility for own professional development and duties in relation to school policies and practices;

- Liaise effectively with parents and governors.

## **POLICY AND LEGAL FRAMEWORK**

The teacher will work within the framework of:

- National legislation, including School Teachers Pay & Conditions;
- School policies and guidelines on the curriculum and school organisation;
- LA policies and guidelines, in particular those relating to curricular aims and principles, and to race and gender equality

## **EQUAL OPPORTUNITIES**

- Help ensure that subject matter and learning resources reflect Borough and school policies on race and gender equality and that the implication of these policies are borne in mind in relation to all tasks and duties.



**Gillespie Primary School**

**PERSON SPECIFICATION**

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**SCHOOL: GILLESPIE PRIMARY**

**POSITION: RECEPTION CLASS TEACHER**

**GRADE: MPS Spine Point 1 - 6**

**HOURS: 32.5 Hours FULL TIME**

**CRITERIA**

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**REQUIREMENTS**

**ESSENTIAL CRITERIA**

***Education and Experience***

E.1. Qualified Teacher Status and evidence of appropriate subsequent in-service training.

***Skills, Knowledge and Abilities***

E.2. Proven successful teaching experience in EYFS and some experience in KS1 and KS2 preferred in at least one inner-city multicultural classroom.

E.3. Proven experience of high standards of primary classroom practice and of teaching area of responsibility.

***Personal Qualities***

E.4. Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.

E.5. Respect for the views of parents, and a commitment to the importance of the involvement of parents in the learning process.

***Commitment to Excellence***

E.6. Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.

***Leading and Managing Change***

E.7. Evidence of a clear view about the future development of area of responsibility in schools and an ability to manage change.

E.8. Evidence of the skills and abilities required to advise teachers in their planning for area of responsibility teaching.

***Educational and Curriculum Matters***

E.9. An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.

E.10. Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.

E.11. A thorough knowledge of the area of responsibility including its specific requirements in relation to the National Curriculum and learning strategies for children of all abilities

E.12. Evidence of good general knowledge of the requirements of the National Curriculum.

	E.13	Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.
<b>Performance Review</b>	E.14	Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review
<b>Record Keeping</b>	E.15	Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school.
<b>Behaviour and Ethos</b>	E.16	Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well ordered and self disciplined behaviour throughout the school.
<b>Needs of Young Children</b>	E.17	Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning.
<b>Interpersonal Skills</b>	E.18	Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff of the Local Authority and relevant agencies as required.
<b>Communications</b>	E.19	Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.
<b>Health and Safety</b>	E.20	An understanding of the responsibility of the classteacher with regard to the health and safety of pupils in their care.
<b>Equal Opportunities</b>	E.21	Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identify is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.
<b>Safeguarding</b>	E.22	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.



## Guidance for candidates applying for a job with Islington Schools

*Please read this carefully BEFORE you start to fill in the application form.*

### General

The application form plays a crucial part in the selection process, both in deciding whether you will be invited to an interview and at the interview itself. It is vital that you complete this form as fully and accurately as possible. We will not make any assumptions about your experience, knowledge, skills and abilities to do the job.

You should complete the form and Personal Statement online or in black ink or use a word processor. The application may be photocopied or scanned and some colours do not photocopy or scan clearly.

Read the Advertisement, Job Description, Person Specification and other accompanying information carefully before you start. All parts of the application form must be completed.

### Personal Details

Complete this section fully and clearly. If you do not know your National Insurance number, you can obtain it from your Inland Revenue National Insurance Contributions office or DWP office and they'll tell you what to do. All successful applicants will be required to produce documentary evidence of their eligibility to work in the UK\*. Verification of identity is required before confirmation of appointment.

\*A copy of the Asylum and Immigration Act 1996 (Section 8) is available from Education HR including a list of the accepted documents.

### Present or most recent employment

It is important to give full information, including the organisation or school you work in, or most recent employment if not currently working, full dates, address and other requested details. Do not leave any gaps. If necessary you should include full time or part time education or training and any periods of unemployment and periods for raising a family.

### References

All appointments are subject to verification of employment and suitability of the candidate for the post applied for. It is our policy to approach the referees of all shortlisted candidates. We reserve the right to approach any previous employer for a reference. If your last post did not include working with children, a reference will be sought from the employer by whom you were most recently employed to work with children.

All offers of appointment depend on receiving references satisfactory to the School. You must give two referees that have had managerial/supervisory responsibility for you, one of whom must be your current/most recent employer. If you have not worked before, give the name of someone who can comment on your ability to do the job, e.g. a teacher or tutor. Further advice on who is suitable as a referee is available from HR. The School reserves the right to ask for substitute or additional referees, if the one you have provided is not deemed to be suitable.

You may ask to see these references, however, some of the information may relate to a third party, e.g. authorship. This type of information cannot be disclosed to you unless:

- the third party has consented for it to be released, or
- your right to know this information and its source outweighs the right of privacy of the third party.

### Previous employment for all support staff (non-teaching) posts

Ensure that you put in full dates, names addresses and your job title. Do not leave any gaps. If necessary you should include full time or part time education or training and any periods of unemployment and periods for raising a family. Details of part time and relevant voluntary work should also be entered.

**Education, Qualifications and Training**

Ensure you give all the information requested, including dates, establishment where you studied and make clear the level of any examinations e.g. GCSE, GCE 'O' Level or 'A' Level or equivalents etc. and the grades you obtained. Also include here any skills training you have had. You will be required to produce original documentary evidence of any qualifications relevant to the job, and these will be detailed on the Person Specification. Proof of qualification is required before the appointment is confirmed.

**Relatives and other interests**

If this applies to you, please give the name of the employee, the department that they work in and the relationship (e.g. husband, daughter).

**Personal Statement**

This statement is an important part of the application form. This is where you should describe your experience, skills and abilities. As a guide, 1-2 sides of A4 are usually sufficient. You must demonstrate competence in all areas listed in the Person Specification by giving short examples. Describe how you match the requirements of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give us is well organised, relevant and brief. You may find it helpful to list each person specification requirement as a separate heading to explain how you meet that requirement.

If you do not send us this statement, you will not be considered for short listing. CVs will not be accepted.

**Additional information for people who consider to have a disability under the Equality Act**

If this applies to you, please let us know the help you require and we will ensure that reasonable adjustments are made where possible.

**Disclosure & Barring Service**

Islington Schools operates a Disclosure procedure in line with DBS guidelines. If you are selected for appointment to a post that involves access to children you will be subject to this procedure. All Disclosures are carried out in the strictest confidence and are made only in connection with your application for employment and for no other purpose. The application for an Enhanced Disclosure will be activated before your first day of work.

Posts that involve such access include: all School based posts, Youth Workers, Early Years Service posts, Education Psychologists, Education Welfare Officers as well as all Office based posts where the post holder, on occasion will be required to visit any establishment where there are children.

A copy of our policy on the Employment of Ex-Offenders is enclosed. Please contact Islington Schools HR on 0207 527 5787 if you would like further clarification about the post you are applying for.

If you have been shortlisted and invited for an interview, you will be required to give full details of your criminal record to a HR Advisor, in confidence, prior to completing an application for an Enhanced Disclosure with the Disclosure & Barring Service. This information will remain strictly confidential and will only be seen by those responsible for the recruitment decision. The information will be shredded in line with our policy on the handling and storage of information relating to criminal record disclosures.

**Declaration**

Under the Data Protection Act 1998, we must ask you to freely give your explicit consent to the processing of information on this application form in accordance with London Borough of Islington's registration under that same Act for personnel and payroll purposes, equal opportunities monitoring and to fulfil statutory requirements.

**Equal opportunities monitoring information**

All job applicants are expected to complete the monitoring details of the form in order to assist us in complying with statutory requirements. All successful applicants are expected to support the policy actively. Copies are available from Education HR on 0207 527 5787.

***Before you send your application, please read it thoroughly and ensure all sections have been completed legibly and fully and you have addressed all the criteria in the person specification.***

## **Policy on the recruitment and employment of ex-offenders**

### **Background**

London Borough of Islington uses the Disclosure & Barring Service (DBS) to help assess the suitability of applicants and volunteers for positions of trust. We do this in compliance with the DBS's Code of Practice (copies are available from Islington Schools HR Services) or on the internet at [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk) or [www.direct.gov.uk](http://www.direct.gov.uk). This policy on the recruitment of ex-offenders is made available to all applicants and volunteers to jobs that require a Disclosure.

### **Policy**

The Code of Practice requires us to treat all our job applicants and volunteers who have a criminal record fairly and not to discriminate unfairly against staff and applicants on the basis of a criminal record or other information revealed by a disclosure.

London Borough of Islington is committed to equality of opportunity for all staff. A diverse workforce benefits and adds value to the services we provide. We will be proactive in removing barriers that deny equality to people based on race, gender, disability, ethnic origin, religious beliefs, sexual orientation, age or offending background. Having a criminal record will not necessarily bar you from working for Islington Schools. This will depend upon the nature of the position you have applied for and the background of your offences.

### **During the application process**

When you apply for a job with Islington Schools you will be told if the job you are applying for is subject to a criminal record check. If it is, you will be asked about any criminal record you may have. You should include details of all cautions, reprimands, warnings and convictions. This information is kept confidential and is only seen by those who need to see it as part of the recruitment process. We select applicants for interview based upon their skills, experience and qualifications.

A failure to disclose a criminal record (including all cautions, reprimands, warnings and convictions, spent or otherwise) at the application stage will normally lead to the withdrawal of any subsequent job offer.

### **If you are offered a job at Islington Schools**

The job offer will be made subject to satisfactory completion of a criminal record and other checks such as references, medical fitness for the post, proof of relevant qualifications and any other essential requirements for the post.

In the starter pack you will also receive comprehensive guidance notes explaining how to fill in the disclosure form. If, after reading the guidance, you have any questions please contact Islington Schools HR Services as detailed in the covering letter.

All employees/advisors involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences, or will seek appropriate advice before making a decision. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

In the event of the successful candidate having a criminal record, the candidate will have the opportunity of discussing the disclosure with a service manager. As a minimum, the following will be taken into account when deciding whether to confirm the appointment:

- ✓ Whether the conviction or information was disclosed during the application stage;
- ✓ Whether the conviction or information revealed is relevant to the job;
- ✓ How long ago the offence(s) took place;
- ✓ The candidate's age at the time of the offence(s);
- ✓ The number and pattern of offences;
- ✓ Any other relevant circumstances.

All staff/advisors in a position to make recruitment decisions are trained to identify and assess the relevance and circumstances surrounding a criminal record or will seek appropriate advice before making a decision. No decision will be made until your explanation and the above issues have been considered.

### **Appeal**

You should appeal to the DBS if you believe that the disclosure information is not accurate.

Islington Schools HR Services will decide whether the nature of the inaccuracy is such that a decision on whether to appoint should be postponed until the appeal is completed.

### **Policy on handling disclosure information**

All disclosure information is kept securely and will only be seen by those who need to use it to carry out their duties. After a period of six months, it is securely disposed of. The disclosure forms are never kept on personal files.

Islington Schools HR Services has a policy statement on the secure storage, handling, use, retention and disposal of Disclosures and Disclosure information which is available from Islington Schools HR Services on request.