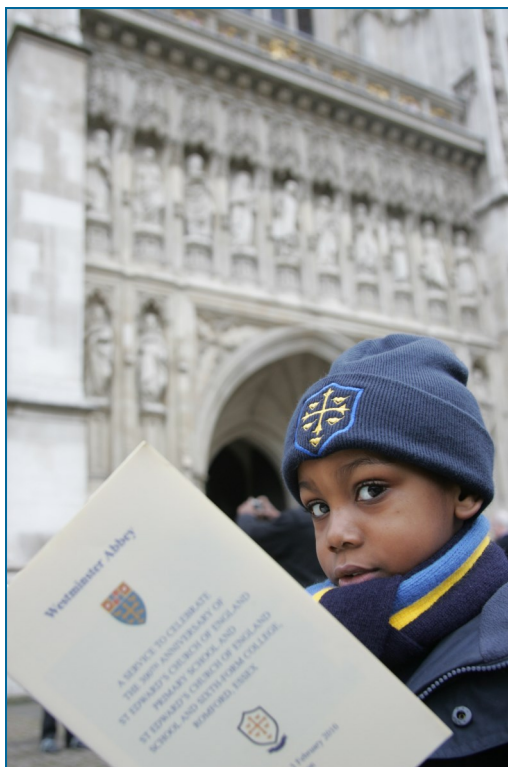




St Edward's Church of England VA Primary School

Class Teacher Information Pack



St Edward's C of E Primary School
Havering Drive
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Essex
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KEY DATES

Closing date: Friday, 13th October 2017
Starting date: 1st January 2018

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- ♦ Head Teacher's Letter.
- ♦ Information about our school.
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Letter from the Chair of Governors

Dear Applicant

We are delighted that you are interested in becoming a Class Teacher at our school and hope you find that the information in this pack inspires you to apply for this rewarding post.

The Governors are very proud of our school with its excellent team of dedicated teachers, support staff and its enthusiastic and caring children. All come together to create a lively and engaging atmosphere in which to work, teach and learn. Add to this supportive parents and engaged governors and the school has a family feel where all are working together.

Our children are keen to learn and to be involved in the running of their school. A walk through the school affords you an insight into their amazing artwork and sporting achievements and their views are aired and shared via our various pupil voice groups.

We desire what every school desires in that the successful candidate is a dynamic and motivated teacher except we also want you to have a good sense of humour and be both inspired and inspirational. We hope that you are this person looking to make your next career choice and help us to achieve the very best outcomes for our children.

We encourage you to visit our school and wish you every success with your application.

Yours sincerely



Sarah Cansell
Chair of Governors

Head Teacher's Letter

Welcome and thank you for your interest in the Class Teacher post at St Edward's Church of England Primary School.

Located in the town of Romford, on the Eastern edge of London, St Edward's is a popular three form entry primary school with a nursery. The School has over three hundred years of history educating children in the Romford area and ambitious plans for the future. Not only are we ambitious for our pupils academically, we are committed to developing their all-round abilities and personal confidence through a rich and exciting curriculum and a wide range of sporting and creative activities.

We are proud of our pupils, who are well-behaved, enthusiastic about their learning and responsive to the many opportunities on offer. In July 2015, OFSTED reported that 'the behaviour of pupils is good. Pupils are very polite, caring and well-mannered. Pupils open doors for each other and adults. They are very good at making visitors feel welcome.' 'Pupils' positive behaviour reflects the Christian Values that the school is promoting, such as tolerance and respect.'

Our staff are very talented, hardworking and dedicated. They care deeply about the education and welfare of our pupils. Following our most recent inspection, OFSTED reported that the quality of teaching is good, as is the achievement of pupils. Teachers and support staff work closely together to ensure pupils have many opportunities to enjoy their learning and are determined to continue making progress to provide an outstanding education for all pupils.

Parents are very supportive; they value and appreciate all that the school does for their children. Our active parent teacher association works closely with us to provide additional resources to further enrich the children's enjoyment of school.

In addition, the school benefits from close links with the Diocese of Chelmsford, the parish of St Edward the Confessor in Romford and extremely supportive governors, who value the school's achievements and are proud to be part of it.

The school is a very special place with a distinctive Christian ethos, committed to inclusion and the pursuit of excellence in all that we do. We are looking for an outstanding class teacher who enjoys working with children to deliver lessons which will enrich pupils' learning and challenge their thinking.

I warmly welcome you to visit our School and meet with pupils and staff. If you think you may be interested in joining us and being part of our future.

I look forward to meeting you.

Yours sincerely



Mrs S Ellner
Head Teacher

Our School



St Edward's is a large multicultural Church of England primary school, with pupils travelling from a wide area to come here. We are a three form entry school with Nursery and are fully inclusive. You will have the support of two other teachers in your year group as well as a well-established management structure with a Deputy Head, three Assistant Heads and Year Team Leaders. Our staff work closely together and support staff are an important part of this team. Visitors to the school often remark on the special 'feel' that St Edward's has and new staff frequently comment on how friendly and supportive everyone is and how welcome they have been made to feel.

We are situated a ten minute walk away from the town centre of Romford with its excellent transport links to London (30 minutes). Romford is a busy market town in the London Borough of Havering with plenty of shops and places to eat and with lovely parks to enjoy.



Our school is over 300 years old and started off as a Charity School in the porch above St Edward's Church in Romford Market Place. We have grown considerably since those days and now have a large site in Havering Drive with nearly 700 pupils on roll. We are proud of our history but are also keen to move forward and have recently expanded our Nursery provision, as well as working towards our NACE Challenge Award and Unicef Rights Respecting School Award.



Our pupils have mainly White British or African backgrounds. The number of pupils who speak English as an additional language or who are eligible for pupil premium is below national averages, as is the number of children with Special Educational Needs. We are an International School and staff are encouraged to take part in our exchange visits with Kanyuambora Primary School in Kenya.

As a church school, the Christian ethos is embedded in our school and worship is very important to us. Our core Christian values are Friendship, Thankfulness, Truthfulness, Trust, Forgiveness, Respect and Reverence and Responsibility. Each year group has adopted one of these core values and staff are asked to support the Christian ethos. Our last SIAMS report commented that "teachers who are new to the school are well supported in developing their understanding of what it means to work in a church school".



Our School (contd.)



Our pupils are keen to be involved in the school community. We have a Worship Committee, School Council, Eco Warriors, Peer Mediators, Play Leaders, House Captains and Sports Captains. In addition to their normal duties, the children run competitions, meet with the Mayor, participate in WE conferences and have an active role in many areas of school life.

The children love to organise charity events. They choose which charities they wish to support each year and host charity events to support these. These have included a Bake Off, Sponsored events and non-uniform days.

We encourage parents to participate in the life of the school. We invite them to "Stay and Play" sessions, covering a range of topics, e.g. reading, mathematics and computing. The children host class assemblies and we hold regular parents' meetings throughout the year.



Parents attend Parent Helper training and come into school regularly to help, for example, by helping to prepare resources, reading to the children or accompanying them on educational visits. We have a very active PTA who raise valuable funds for the school as well as running social events and very successful Christmas and Summer Fairs.

We are a very busy school and our pupils enjoy a wide and exciting curriculum. Sports are a particular strength of the school. We have our own swimming pool and all children have weekly swimming lessons from Reception Year to Year 6. We also have a basketball court and a sports field. We have many sports clubs including Girls' and Boys' Football, Tag Rugby, Gymnastics, Water Polo, Dance, Basketball, Cross Country, Athletics, Sports Hall Athletics, Hockey and Girls' and Boys' Cricket. Our teams have been very successful and have won several Havering events including Primary Cross Country (Girls), Primary Sports Team of the Year 2015 and 2016 (Basketball and Water Polo, respectively), Tag Rugby Team and Quad Kids (Year 4). The Water Polo team were also the winners at the London Youth Games last year.



Our School (contd.)

Our children enjoy many extra curriculum activities. These include visiting theatres, Bikeability, pizza making at Pizza Express workshops, history workshops about the Ancient Greeks and Stone Age Britain, International events, curriculum weeks, World Book Day, Cooking Club and Chess Club. The children have visited the Tower of London, the Houses of Parliament, Westminster Abbey, the Science Museum, a Synagogue and gone on a Gruffalo Hunt at Thorndon Country Park. The majority of children in Year 6 also enjoy a weeks' residential visit to PGL each year.



Music and Drama is enjoyed by many of our children. We are lucky to have a purpose built music room and practice rooms and these are put to good use. We have a Choir, Samba Band, Percussion Band, String Ensemble and Orchestra. Many children enjoy small group instrumental tuition and perform in mini concerts and the summer concert. Our Year 6 children all take part in the end of Year 6 drama production which is appreciated equally by the children and their parents.

We have a large, well equipped staff room where staff meet and work during PPA time and which is a very social area during breaks and lunch time. Our staff are dedicated, enthusiastic and creative and we are looking for someone who will enjoy working as part of our school team.

Please visit our website, www.stedwardsva.net for further information about our school or, even better, come and visit us yourself!

Views from the School Council

We asked our School Council what they liked about our school:

- "School is one big family – it's a friendly place."
- "Teachers are nice."
- "Adults listen to us and sort out problems."
- "Everyone is treated fairly."
- "We get to do stuff we like."
- "Meeting and playing with our friends."
- "Our favourite lessons, e.g. literacy, maths, P.E."
- "Teachers help you to understand in lessons, especially when you get stuck."
- "Taking part in church services."
- "Assemblies – singing, learning about other people."
- "School council."
- "Learning new things."
- "Swimming lessons."
- "House points and certificates."
- "Having a long history."
- "Sporting activities."
- "School trips."
- "Our library."
- "Charity events."
- "Lots of variety of food at lunchtimes."



We also asked the children what qualities they would like to see in a new teacher:

- "A really good teacher."
- "Fun, funny but serious when needs to be."
- "Able to sort out arguments."
- "Organises exciting activities."
- "Knows how to help us to learn well."
- "Someone who is confident and good at giving instructions."
- "Someone who makes sure that people do the right thing."
- "Someone who likes us and our school and wants to know us better."

Job Advertisement

Class Teacher Key Stage 1 or 2

Required 1st January 2018

Salary Range: £26,662 - £37,275 (M1 – M6)

Do you want to make a difference to the lives of our children?

Our children would like a Class Teacher who is "a really good teacher", who "knows how to help us to learn well" and who is "fun, funny but serious when needs to be". If you are also hard-working, dynamic and motivated, we would love to hear from you.

St Edward's is a large multicultural Church of England Voluntary Aided school situated just a ten minute walk from the town centre of Romford with its excellent transport links. We are proud of our 300 year history but are also a friendly, forward-thinking school.

Although we are a large school, governors, staff, pupils and parents all work closely together which creates a friendly, family atmosphere. The children enjoy a wide variety of extra-curriculum activities and sports are a particular strength of the school.

We are looking for an outstanding teacher, with a good sense of humour, who can inspire pupils and deliver lessons which will enrich pupils' learning and challenge their thinking. We are a three form entry school and you will therefore be able to plan together within your year group, supported by a Year Team Leader. We have a strong established management structure and this post offers excellent CPD opportunities.

We would like to appoint someone who:

- is supportive of our Christian values and ethos;
- is hardworking, skilled and able to motivate children;
- has a sound knowledge of either the Key Stage 1 or 2 primary phase;
- Enjoys teaching stimulation, challenging and enriching lessons;
- has high expectations of pupils.

Job Advertisement (contd.)

You will like working with us if you enjoy:

- a caring family culture;
- working with supportive staff, parents and governors;
- helping children to realise their full potential.

We have attached an information pack for prospective candidates which contains more detailed information about the post. Further information about our school can also be found on our website, www.stedwardsva.net.

Application Procedure

Please complete the online application form and refer to the Job Profile and Person Specification when completing your supporting statement.

Closing date for applications: **Friday, 13th October 2017**

Thank you for your interest in our school – we hope to hear from you soon.



Job Profile

Job title: Class Teacher

Grade: Bands 1 - 2

Reports to: Head Teacher

Job purpose and context

To ensure high quality education for all pupils in a designated class and improve the quality of learning and standards of achievement. To carry out the professional duties of a teacher as set out in the current edition of the School Teacher's Pay and Conditions Document.

A teacher in a school shall perform in accordance with any directions which may reasonably be given to him by the head teacher from time to time, such particular duties as may reasonably be assigned.

Key Tasks

Knowledge and Understanding

- Understand the structure and balance of the National Curriculum, RE and other associated areas such as National Literacy and Numeracy Strategies, PHSE and Citizenship.
- Have detailed knowledge and understanding of the programmes of study and level descriptors with particular emphasis on the core subjects.
- Is familiar with the Code of Practice on the identification and assessment of special educational needs and implement and keep records on individual education plans for pupils at stage 2 of the code and above.
- Broadly understand the requirements and progression for children through the key stages.
- Use recent monitoring and inspection evidence as well as personal reflection/training to develop good quality teaching.
- Be familiar with health and safety issues, including subject specific, child protection procedures and positive behaviour management plans.

Job Profile (contd.)

Teaching

- In each case having regard to the curriculum of the school and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned:
- planning and preparing courses and lessons;
- teaching, according to their educational needs, the pupils assigned, including the setting and marking of work to be carried out by the pupil in the school and elsewhere;
- assessing, recording and reporting on the development, progress and attainment of pupils;

Other activities

- promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him;
- providing guidance and advice to pupils on educational and social matters and their future education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- making records of and reports on the personal and social needs of pupils;
- communicating and consulting with the parents of pupils;
- communicating and cooperating with persons or bodies outside the school;
- participating in meetings arranged for any of the purposes described above;

Monitoring, Assessment, recording and accountability

- assess how well learning objectives have been met and use assessment to improve specific aspects of teaching;
- mark and monitor work providing constructive feedback and set targets for pupils progress;
- assess and record each pupils progress systematically and use records to ensure that pupils make demonstrable progress;
- providing or contributing to oral or written assessments, reports and references relating to individual or groups of pupils;

Job Profile (contd.)

Staff development/training/reviews/meetings

- participating, if required, in any scheme of staff development and performance review;
- reviewing from time to time own methods of teaching and programmes of work
- participating in arrangements for further training and professional development as a teacher;
- advising and cooperating with the principal and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

Discipline, health and safety

- maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be in the school premises and when they are engaged in authorised school activities elsewhere;

Cover

- supervising and so far as practicable teaching any pupils whose teacher is not available to teach them; no teacher shall be required to provide such cover for more than 38 hours in any school year, except in the case of a teacher employed wholly or mainly for the purpose of providing cover;

External examinations

- participating in arrangements for preparing pupils for external examinations, assessing pupils for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for pupil presentation for and conducting, such examinations;
- teachers are routinely required to participate in any external examination arrangements that do not call for the exercise of a teacher's professional skills and judgment, such as invigilation;

Management

- contributing to the selection for the appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers serving induction periods;
- assisting the head teacher in carrying out threshold assessments of other teachers;
- coordinating or managing the work of other staff; and

Job Profile (contd.)

- taking such part as may be required in the review, development and management activities relating to the curriculum, organisation and pastoral functions of the school;

Administration

- participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school; and
- Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions; teachers are not required to routinely to undertake tasks of a clerical nature which do not call for the exercise of a teacher's professional skills and judgment.

Working time

- such a teacher shall be available for work for 195 days in any school year, of which 190 day shall be days on which he may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by his employer or, if his employer so direct, by the head teacher.
- such a teacher shall not be required under is contract as a teacher to undertake midday supervision, and shall be allowed a break of reasonable length either between school sessions or between the hours of 12 noon and 2pm.
- such a teacher shall, in addition to the requirements set out above, work such reasonable hours as may be needed to discharge effectively the professional duties assigned. The amount of time required for this purpose beyond 1265 hours in any school year, shall not be defined by the employer.
- such a teacher shall be allowed as part of the 1265 working hours reasonable periods of time (PPA time) to carry out their duties (planning, preparation and assessment)
- PPA time shall not be less than 10% of the teacher timetabled teaching time and should not be provided in periods of less than half an hour.

Person Specification

Education / Qualifications / Knowledge	Essential	Desirable	Assessed by
Qualified Teacher Status	✓		Application Letter
Qualified to degree level	✓		Application Letter
Evidence of Continuing Professional Development	✓		Application Letter
Up to date knowledge and understanding of what constitutes effective teaching and learning	✓		Interview/Application letter
Well developed subject/curriculum knowledge and understanding	✓ ✓		Application Interview/Application letter
Knowledge and understanding of special needs education and Inclusion	✓		Application letter
Current experience of the National Strategy Renewed Frameworks.		✓	Interview/Application letter

Experience			
Experience as an excellent primary practitioner.	✓		Application letter
Experience of working with/as part of a team		✓	Application letter/Interview
Experience of supporting children with Special Needs		✓	Application letter
Demonstrate a commitment to high educational standards and maximising the achievements of all pupils	✓ ✓		Application letter Interview/Application letter
Proven experience of high quality teaching and good pupil progress outcomes	✓		Interview/Application letter
Proven ability of working with parents and the community		✓	Interview/Application letter
Experience of pastoral care with both pupils and staff	✓		Interview/Application letter
Experience of assessment procedures	✓		Interview/Application letter

Aptitudes and Skills			
Ability to relate positively to a wide range of partners within and beyond the immediate community	✓		Interview
Proficiency in the use of ICT and how it can be used to enhance pupils' learning		✓	Interview
Ability to monitor/evaluate the work of the school	✓		Interview/Application letter
Ability to demonstrate sound and balanced judgement, decisiveness and flexibility	✓		Interview/Application letter
Good organisational abilities	✓		Interview/Application letter
Ability to work to agreed targets	✓		Interview/Application letter

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Person Specification

Personal Attributes			
The ability to work alongside colleagues to promote excellence and develop the professional capacity of others	✓		Interview
To be able to lead and motivate pupils demonstrating the central importance of high expectation and achievement for all pupils	✓		Interview
Be able to uphold the practice and ethos of the school to promote and celebrate cultural diversity promoting and respecting citizenship	✓		Interview/Application letter
High calibre written and oral communication skills	✓		Interview/Application letter
A commitment to Continuing Professional Development	✓		Application letter
Energetic and robust with stamina to cope with rigour and demand of school improvement	✓		References Interview/Application letter
Integrity, loyalty and sensitivity	✓		References/ Application letter
Circumstances			
Flexible approach to working hours	✓		Interview
Willingness to become involved in all aspects of school	✓		Interview
Strong support from confidential referees	✓		References
A consistent attendance record	✓		Application letter
Effective work-life balance in and out of school	✓		References
Willingness to be involved in out of school activities		✓	Application letter
Equal Opportunities			
Commitment to and willingness to promote equal opportunities.	✓		Interview

Application Procedure

Application Procedure

Please complete the online application form on the TES website, referring to the Job Profile and Person Specification when completing your supporting statement.

Closing date for applications: **Friday, 13th October 2017.**

Safer Recruitment

St Edward's Primary School is committed to safeguarding and promoting the welfare of children and young people. Everybody who works for the school is expected to share and promote this commitment and to have, or acquire the relevant abilities, skills and knowledge to carry it out. The full Safer Recruitment Policy statement can be read in the attached link.