



Teacher Candidate Pack 2018

CHASING HORIZONS

# Gipsy Hill Federation

## **Primary schools within the borough of Lambeth:**

Kingswood Primary School Upper Site

188 Gipsy Road

London SE27 9RD

Kingswood Primary School Lower Site

55 Gipsy Road

London SE27 9NP

Elm Wood Primary School

Carnac Street

London SE27 9RR

Paxton Primary School

Woodland Road

London SE19 1PA

Fenstanton Primary School

Abbots Park

London SW2 3PW

Glenbrook Primary School

Clarence Avenue

Clapham Park

London SW4 8LD

## **Primary school in the borough of Southwark:**

Crawford Primary School

Crawford Road

London SE5 9NF

## Welcome from our Executive Headteachers

Dear Candidate

Thank you for your interest in being a part of the Gipsy Hill Federation. We hope that you enjoy looking through the information provided, and that you decide to apply and join our brilliant team. This is a great place to work and provides real opportunity to progress your career. Our family of six highly inclusive primary schools are all very happy places with genuinely fantastic staff and really lovely children.

The success of our Federation is due to unparalleled team work. There are multiple sources of support to draw upon and many outstanding colleagues to support you both early on and later in your career as you develop. Every week our teachers plan the curriculum together in teams – which is a great way to share expertise as well as workload and we strive to ensure that every individual teacher has full ownership of their planning to both meet the needs of their specific class cohort and reflect their own creativity and style.

We are a values-driven family of schools sharply focussed on community transformation and providing our children and families with life-changing educational opportunities. Think about your skills, expertise and ambitions carefully and apply for a post with us if you like what you see. We encourage you to familiarise yourself with our website detailed background information. We are a really ambitious family of schools and are keen to recruit the very best teachers to join our fantastic team.

We're looking for:

- Inspirational teachers who bring commitment, enthusiasm and energy to this post
- Teachers who are generous with their time because they want the very best outcomes for pupils
- Staff with ambition and determination to be the best they can be in whatever direction they want their career to go - we provide the opportunities and welcome ambition
- Teachers who want to be professionally respected, well supported and developed
- Creative people who can think 'out of the box' and contribute to our vision
- Teachers who see solutions rather than problems and who embrace teamwork.
- Someone with 'fire in their belly' who will fight for our children to succeed and really care about them.

Although we are a really successful Federation it doesn't mean that our work is ever finished. We're looking for talented teachers to further enrich our organisation and develop our practice. From experience, brilliant teachers do not always realise that they are exceptional; they tend to be highly reflective and are often very modest. If you are keen to continue developing your learning and skills, we can offer outstanding opportunities both within our schools and beyond.

For newly appointed NQTs who are able to join us at the point you complete your training course, we will pay full monthly salary from your start date. This means you will be paid over the summer, and can avoid the need to find interim work. You can enjoy a break and be able to set up your classroom to a high standard ahead of the staff training days and children returning to school. For NQTs who can take advantage of this we carry out your full induction into our schools in the summer term so you hit the floor sprinting in September.

We recruit centrally, but please let us know if you have a preference for a particular school(s). Our teachers often ask to transfer between schools or year groups to broaden their experience and we will always support this if possible. Your contract of employment will be issued by Lambeth or Southwark, depending on which school you are initially employed in as we are not academies. We welcome visits to our schools, please contact Sonia Lima on 020 8670 1621 to arrange this.

Warm regards,

Susan Holt and Laleh Laverick,



## Your CPD Opportunities

We provide high quality internal training for all our staff which includes; INSET day training for staff to develop you in your role and provide you with the necessary knowledge, resources and attributes to be successful in your post. Specific training programmes for more experienced teachers, we also provide excellent internal leadership training for our middle leaders and Senior Team. We provide unlimited peer observation opportunities for you to observe and work alongside our many sparkling practitioners. Our NQT training is organised centrally as a family of schools and, in addition to central NQT training, we provide bespoke and personalised training.

## Your Career Progression

We are pleased to offer excellent opportunities for career progression. For the right candidates, TLR payments may be available. Many of our most inspirational teachers have become Year Leaders or hold TLRs linked to specific aspects of our Federation improvement plan. These responsibilities are ideal platforms for those colleagues who are keen to secure future Deputy Head or Headteacher posts, or to have wider cross federation impact as an outstanding class teacher. Candidates are asked to state clearly in their Supporting Statements (part of the application form) if they would like to be considered for a TLR post. Equally, candidates applying for TLRs need to clearly describe their particular area(s) of expertise and ability to lead across our Federation of schools.

## The Interview Process

Our interview process consists of three parts:

1. A 'lesson' that will be observed (approximately 30 minutes). We will review your application and consider your experience when selecting the appropriate year group for your observation. However if you have a particular preference please state this in your application and we will try to accommodate where possible. The content of the session should be literacy or maths (although this can be in a cross curricular context)
2. Lesson self-evaluation (15 minutes)
3. Panel interview (approximately 45 minutes including 15 minutes preparation).

Full details of the process will be contained in your interview invite email.

## How to Apply

Please email your completed application form and supporting statement to [recruitment@ghf.london](mailto:recruitment@ghf.london)

Shortlisted candidates will be notified by telephone and also by email. **We will take up references of shortlisted candidates prior to interview.** Unfortunately, due to the very high level of response we receive for posts in our Federation, we are unable to inform applicants if they have not been shortlisted and feedback will only be provided if you have had an interview.



## Federation Vision

Our Federation recognises the potential of every individual to achieve excellence. We strive to positively address underachievement and have very high expectations for all members of our school community. We work hard to creatively remove barriers to achievement and raise esteem. We are determined to create a true culture of “learning for all” through meaningful partnerships with the whole Federation community.

Everyone works to provide a welcoming, calm, happy and purposeful atmosphere. Consideration, encouragement of positive role models, respect for others, their property and the environment are our priorities. We aim to deliver a broad, balanced and enriched curriculum in an optimum learning environment that is attractive, stimulating, informative and instils a sense of pride.

From our stated aims, the whole Federation community works to achieve the following objectives:

- A happy, calm and nurturing Federation community;
- A highly stimulating learning environment;
- Mutual respect and understanding;
- An inclusive education free from discrimination;
- Encouragement to make informed and responsible choices about how we behave and the impact of this on others;
- Very high standards and expectations / intolerance of underachievement;
- Access to an exciting, progressive and varied curriculum;
- Development of self-motivation, independence, positive attitudes and confidence, and
- Provide positive and diverse role models. There will be clear evidence of these objectives around the whole school. All adults working here must share, understand and demonstrate the practise of them



## Job Description including Main Duties and Responsibilities


Start date	September 2018
Salary	Main Scale (Inner London)
Pension	Teachers' Pension
Contract	Permanent
Responsible to	Year Leader, Federation Senior Leadership Team
Other Benefits	Childcare vouchers, contribution to eye care, Annual season ticket loan and cycle scheme.
Application deadline:	<b>12 noon on Monday 12<sup>th</sup> March 2018</b>
Interview Date:	<b>Thursday 22<sup>nd</sup> March &amp; Friday 23<sup>rd</sup> March 2018</b>
Completed application should be sent to: <a href="mailto:recruitment@ghf.london">recruitment@ghf.london</a>	

### Purpose of Job

- To provide for the educational, social, moral, spiritual and cultural development for each individual child in the class.
- To inspire pupils of all abilities in your class through highest possible quality of teaching and learning opportunities underpinned by excellent, thoughtfully differentiated and personalised curriculum planning.
- To create and maintain an optimum classroom learning environment that reflects outstanding quality of provision across the school and Federation.
- To mark and respond to pupils' learning in a way that reflects highest quality provision, raises self-esteem and accelerates their progress.
- To enable our Federation Vision to become a reality for every pupil.

### Professional Duties

#### Teaching

- Contributing to the preparation and development of programmes of study, schemes of work, teaching materials and programmes, methods of teaching and assessment and pastoral arrangements throughout the Federation, including school trips, special assemblies, performances and special events. We have a comprehensive Federation Curriculum Framework, to guarantee progression and breadth of learning for pupils, which teachers are required to follow and contribute towards.
  - Planning, preparing and assessing lessons in line with Federation policies and schemes of work. Whilst teachers support each other through weekly Year Team planning, it is the responsibility of every individual teacher to ensure that planning is completed to a high standard and is personalised to pupils in the class and your individual style as a teacher professional.
  - Teaching of lessons according to the individual needs of pupils, having high expectations and setting challenging targets for pupils of all abilities.
  - Actively promote the inclusion and acceptance of all children within the classroom ensuring equal access to lessons and their content.
  - Setting of work for pupils who may not be able to attend school, in agreement with the Headteacher.
  - Marking work and providing highest quality feedback (including homework in accordance with the Federation Homework Policy) to pupils and parents in line with the Federation Marking Policy.
  - Keeping up to date assessments on the development, progress and attainment of pupils and recording and reporting these assessments in line with the Federation Assessment Policies.
  - Administering assessment tasks and tests in line with Federation policy.
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## Other Activities

- To promote the positive ethos and culture of the Federation to other staff, governors, parents, children and members of the wider community.
- Contribute to and support the overall ethos / work / aims of the Federation.
- Comply with, support and promote all Federation policies and procedures, particularly those relating to Child Protection & Safeguarding; Prevent Strategy; Equal Opportunities; Racial Equality; Health, Safety & Security; Confidentiality; Acceptable Use of Internet & Social Media; Behaviour; and Data Protection, reporting concerns to the Headteacher.
- Be aware of and support pupil differences and ensure that all pupils have equal access to all school opportunities to learn and develop.
- To promote the general progress and well-being of individual pupils throughout the Federation.
- To provide advice and guidance to pupils and parents on educational, emotional, behavioural and social matters in line with school policies and in consultation with the Headteacher.
- Keep records and make reports on the personal and social needs of pupils.
- Communicate and co-operate with other agencies to support the educational, development/general progress and well-being of individual pupils and to participate in meetings arranged for any purposes described above including SEN Meetings.
- To inform the Headteacher immediately of any concerns regarding a pupil's welfare.
- To communicate and consult with parents of pupils and provide an accurate written annual report for parents.
- To maintain excellent behaviour among pupils throughout the school, in line with the Federation Behaviour Policy.
- To safeguard every pupil's health, safety and well-being in line with Federation policies.
- To participate in staff meetings which relate to the curriculum, administration or organisation of the Federation, including pastoral arrangements.
- To lead assemblies and to attend assemblies, when requested by the Headteacher.
- To register pupils at the start of the school day and after the lunch break.
- To supervise pupils throughout the school during playtimes and at any other times requested by the Headteacher.

## Management

- To plan, organise and manage the work of EYEs and Teaching Assistants assigned to the class, in order to have a positive impact on pupil progress.
- To liaise with the Inclusion Team to contribute to the planning and organising of the work of TAs in order to have a positive impact on pupil progress, whilst understanding that the progress of every child in the class is your own responsibility. ('inclusion' is not the responsibility of a separate team)
- To ensure that the EYEs and TAs assigned to the class meets all of the responsibilities as set out in their job description, in a timely and effective manner.

## Training and Development

- Review and evaluate the teaching methods and schemes of work.
- Participate in training and development activities in school or at other providers in order to improve professional skills and knowledge.
- To participate in performance management and appraisal reviews in line with Federation policy.



To carry out any other duties reasonably requested by the Executive Headteacher, Headteacher or Deputy Headteachers. The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Executive Headteacher. This job description does not form part of the contract of employment. It describes the way in which the teacher is expected and required to perform and complete the particular duties as set out above.

## Exercise of Particular Duties

The conditions of employment of teachers, taken from the School Teachers' Pay and Conditions Document (2015 and updates every year), specifies the professional duties required to be carried out by all teachers. In addition "a teacher employed as a teacher in a school shall perform, in accordance with any directions which may be reasonably given to him by the Headteacher from time to time, such particular duties as may reasonably be assigned to him."

## Equal Opportunities

You are required to

- Implement the Council's Equal Opportunities Policy and work actively to overcome discrimination on the grounds of race, gender, disability, sexuality or status in the Council's service.
- Take responsibility, appropriate to the post for tackling unlawful discrimination amongst all groups in line with the Equalities Act 2010.

## Safeguarding

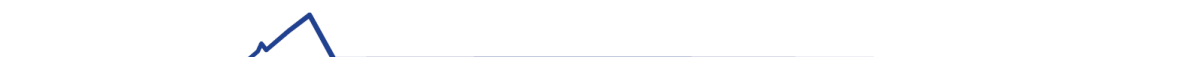
You are required to remain vigilant and do everything possible to protect students and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to report to the Headteacher any incident of this nature you witness, hear about or suspect

## Health and Safety

In carrying out the tasks in this job description you have a duty (under Health & Safety legislation) to take reasonable care for the health and safety of yourself and that of others. This implies taking positive steps to monitor and maintain a safe and secure working environment. It is expected that whilst maintaining an effective and efficient working environment you will comply with safety rules and procedure and ensure that nothing you do, or fail to do, puts yourself or others at risk. This includes contributing to a safe and secure environment for the school community.

## Data Protection

When working with computerised systems to be completely aware of responsibilities at all times under the Data protection Act 1998 for the security, accuracy, and significance of personal data held on such systems.





## Person Specification

### Essential Requirements

- Qualified Teacher Status (or UK approved equivalent which fulfils current requirements). For NQTs this mean that you must successfully pass your Skills Tests.
- Extensive and secure knowledge of primary and / or early years practice.
- Comprehensive knowledge and / or significant experience across the primary National Curriculum.
- Evidence of sustained high quality teaching and reflective practice.
- An ability to demonstrate high level skills in classroom organisation and management leading to the promotion of very good behaviour and discipline in school.
- Ability to establish an optimum learning environment for pupils. (through highly stimulating displays, quality labelling and a high level of organisation and tidiness)
- IT literate and fluent in using an interactive whiteboard.
- An ability to differentiate the curriculum leading to highest possible levels of achievement for children who have a diversity of needs and interests.
- An awareness of recently published material e.g.: national initiatives and strategies for raising achievement.
- A commitment to the wider development of the school, Federation, its pupils, parents and local community.
- An ability to establish good working relationships with colleagues and pupils, and a strong desire to learn and grow professionally.
- A strong commitment to Equal Opportunities / Safeguarding.
- Displays commitment to the protection and safeguarding of children and young people, and has an up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.
- High level of emotional intelligence and interpersonal intelligence / strong team working skills
- Experience of data and statistical analysis.



## National Standards for Teachers

Teachers' Standards is the core document for practising teachers at Gipsy Hill Federation and defines their daily role and responsibilities. The Standards encompass teachers' job descriptions, reflect the school SIP and constitute the framework for our Performance Management.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

To view the National Standards for Teachers, please follow this link -

<https://www.gov.uk/government/publications/teachers-standards>

## Equal Opportunities

Gipsy Hill Federation is an equal opportunity employer. We welcome applications from all suitable candidates, regardless of race, gender, sexual orientation, disability or age. All applications are treated on merit.

## Safeguarding

Gipsy Hill Federation, Lambeth and Southwark council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All staff will be expected to hold or be willing to obtain an enhanced DBS disclosure for this authority.

