

Torridon Infant and Nursery and Torridon Junior Schools Lewisham

Class Teacher Candidate Information



Ofsted, 2015

"Pupils' behaviour and safety are outstanding. Lessons capture pupils' interest and they are very

Dear Applicant

On behalf of the Governing Body, the parents, staff and children of our school community, thank you for your interest in the post of Class Teacher of the proposed Torridon Primary School.

We have recently received agreement from the Mayor of Lewisham that Torridon Infant & Nursery School will expand its age range and amalgamate with Torridon Junior School to create Torridon Primary School in September 2018, thereby creating the largest primary school in the borough.

We believe this post offers an excellent opportunity for the right candidate and we look forward to welcoming exceptional class teachers who will join us on this exciting journey.

Our two schools are remarkable in putting the children at the heart of everything they do. I am constantly amazed by the energy, creativity and commitment of our staff, children and parents to ensure that every child can achieve his or her best.

So what can we offer you? We are extremely proud of our school community. We have an established staff team that is creative, committed, and tireless in their focus on delivering the best for pupils. We have an energetic group of Governors who are driven to ensure that the school lives up to, and builds on, our existing standards. We have a wonderfully diverse and inspirational group of children who are a joy to teach. We have also recently appointed an experienced and dynamic Headteacher to lead the school through the amalgamation and beyond.

I actively encourage you to visit our warm and friendly Infant and Junior Schools and meet our staff and children. We will be delighted to show you around. Ideally you will visit when the school is in operation and the dates offered are:

Thursday 10th May in the morning

Wednesday 16th May in the afternoon

To arrange a visit please phone the school office on 020 8697 2762

On behalf of all the Governors, we look forward to hearing from you and I wish you the very best of luck with your application.

Jo Honeybone

Chair of Governors

Torridon Infant School

About the Role

This is an exciting opportunity for someone who is ambitious, highly talented and committed to high expectations for all. We are looking for someone to work alongside our fantastic staff team to create an outstanding example of education across the key stages for all our children.

Following recent changes in leadership at both our infant and junior schools, we recognise that working together is the best way forward for our children. In April, the Mayor of Lewisham agreed to our proposal for us to become a single primary school.

The moment you set foot in our schools, you will see what is special about Torridon. We are two large local schools that take real pride in providing a welcoming and nurturing environment for an incredibly diverse range of children. Put simply, we live and breathe inclusion and that extends to our highly regarded specialist services for children with SEND and our resource base for children with ASD - a real beacon of success in the borough.

We are looking for exceptional class teachers to provide creative, engaging and challenging learning opportunities and help our children to become the very best they can be. With us, you can count on the support of a great team and a strong, committed board of governors. And, of course, you'll be inspired by our children. They're well behaved, energetic and enterprising - a real joy to teach.

If you have energy, enthusiasm and a commitment to educational excellence, this is the chance to take the next step in your career and join us at this very exciting time.

Ofsted, 2015 The Lighthouse (Resource Base for children with ASD)

"Pupils who attend the resource base integrate very well into the school. They have regular opportunities to work and play with pupils in other classes and this fosters very good



About Torridon Infant and Junior Schools

We are two large community schools in Lewisham (South East London), with a standard intake of 90 pupils in each year group.

Following our consultation process and the Mayor's decision, Torridon Infant and Nursery School and Torridon Junior School will amalgamate to create Torridon Primary School in September 2018.

From September we will be a well-resourced school with an overall budget of £4.3 million per annum. The school will have a joint staff team of 103 and a combined potential intake of 780 pupils (including our Nursery and SEN specialist resource base). Our children come from a wide and diverse range of backgrounds, with 29% having English as an additional language, 28% of children eligible for pupil premium funding and approximately 22% with an identified special educational need or disability across the infant and junior phases.

Our richly diverse community is integral to the success of the school and we go the extra mile to build close partnerships with parents and carers to ensure education of the highest quality. Day-to-day, our senior leaders set high expectations in all areas of school life. All staff and governors are clear about the direction of the school, ensuring that every child is given the best support possible to fulfil his or her potential.

Early Years

In Early Years, we provide learning and development through purposeful play and adult-led activities that provide stimulus and build confidence.

Ofsted, 2015

"Leaders are passionate about ensuring that the school is inclusive."

Parent

"Such a fantastic team. They've helped my son to get a good start with his learning."

Our nursery has provision for 52 children and this year, for the first time, we have offered a limited number of full-time places. Children are supported by an enthusiastic team, consisting of an experienced nursery teacher, a nursery nurse and nursery assistant.

The welcoming and friendly environment provides a warm, stimulating and nurturing first experience of school life.

In our three reception classes, the teaching and focused play opportunities build on the foundations introduced in nursery. We have a fantastic team of teachers and TAs who respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The enriched provision in both indoor and outdoor learning environments supports the children to explore and investigate while they play.

Key Stages 1 and 2

Our Key Stage 1 and 2 classes have a full-time class teacher and their own teaching assistant. We believe that all lessons should be creative and taught in ways that engage our children's innate curiosity. We have high expectations of behaviour and achievement for everyone. Through the next stage of the school's journey, we will work to ensure that every child can achieve his or her best and support them to become confident readers, writers and mathematicians. Our ultimate goal is for our children to be enthusiastic, confident and successful learners who enjoy school and are well prepared to thrive and succeed in all aspects of their lives.

Year 5 pupil

"I really enjoy the range of sports. I loved going to the gymnastics tournament because I felt so proud to be able to represent my school."

Lighthouse ASD Resource Base

As well as our mainstream classes, we are proud to have specialist support for children with Autism Spectrum Disorder (ASD). Our resource base, known as 'The Lighthouse', caters for children from Reception to Year 6, who have a diagnosis of ASD. Children in the resource base have a diagnosis of autism and an Educational Health & Care Plan (EHCP). They are allocated a place by the local authority Special Needs Panel in conjunction with the school. The children who attend the base are very much part of our school and have access to the mainstream classes according to their level of need. Following a successful bid, we are now delighted to provide our children access to a sensory room, enabling a holistic approach to learning.

Sharing expertise

Both Torridon Infant and Junior Schools take a genuine pride in being outward-looking schools and are both passionate advocates of the peer-to-peer review system. This means we work with schools across the borough to identify areas for improvement and share best practice. We also liaise closely with a range of support services, especially those involved in helping to secure positive outcomes for children with SEND and ASD.

Achievement

Our foundation stage children are assessed at the end of the reception year against early learning goals with 75% achieving a good level of development. At the end of Key Stage 1, our children attain in line or better than national averages. At the end of Key Stage 2, our children's attainment has dropped below the national average. Therefore, a key issue to be addressed by our new leadership team will be to raise attainment at this level and ensure that all our children reach their full academic potential.



Job Description

Position:	Class Teacher
Reports to:	Headteacher
Grade:	Main Pay Scale/ Upper Pay Scale (School Teachers Pay and Conditions)

Key purpose of the job

To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions document, having due regard to the requirements of the National Curriculum and LA and school policies.

Main activities

1. To meet the requirements of the Teachers' Standards (June 2013)
2. To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and school policies.
2. To take responsibility for planning appropriate opportunities for children to develop strong personal and social skills throughout the curriculum.
3. To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.
4. To manage additional adults effectively within the classroom.
5. To take responsibility for maintaining a high standard of pupil discipline, both in the classroom and around the school, in accordance with whole school policies.

Specific responsibilities

1. To plan work for the class in accordance with national, LA and school curriculum policies and in co-operation with senior staff to ensure that children experience a broad, balanced, relevant and stimulating curriculum.
2. To ensure an accurate match between the learning experience offered and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability.
3. To ensure that children progress quickly to the next steps in their learning, by effectively using a range of Assessment for Learning strategies.
4. To make appropriate educational and inclusive provision for children with SEN, those with emotional and behaviour difficulties and those learning EAL, with support from the Inclusion Manager, other senior members of staff and specialist staff and/or external agencies.
5. Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience.
6. To ensure that children develop the skills of critical thinking and have opportunities to apply these effectively across the curriculum.
7. To ensure children develop effective communication and social skills, such as turn taking, negotiation, empathy, anger management and conflict resolution.
8. To provide children with opportunities to manage their own learning and become independent and self-motivated learners.
9. To create a well managed, secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and behaviour.
10. To foster each child's self-image and esteem and establish relationships which are based

- 13 To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work.
14. To assess children's progress, maintain records and provide written reports to parents and carers in accordance with school policies.
15. To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.
16. To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice.
17. To liaise with colleagues both school based, from the LA and from other external bodies as required.
18. To take responsibility for the effective management of other adults in the classroom, in order to maximise support for children's learning.
19. To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training.
20. To attend staff meetings, team meetings and other meetings, as required, in order to fulfil any of the purposes described above.
21. To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.

Safeguarding

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Lewisham Safeguarding Children's Board and the school's safeguarding policy.

Special conditions

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

Because of the nature of the post, **candidates are** not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended.

Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Equal opportunity

The postholder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

Person specification

Qualifications

- Qualified Teacher Status (recognised by the DfE).

Experience

- A proven track record of recent and successful class teaching in mixed ability classes of primary age (or successful training for NQTs).

Knowledge and understanding relevant to the job

1. Good understanding of current theory and pedagogy of best practice in teaching and learning, particularly as it relates to achieving high rates of progress for children of primary age.
2. Thorough subject knowledge of the subjects within the primary National Curriculum and/or Foundation Stage Curriculum
3. Very good subject knowledge in reading, writing and mathematics, with a very secure and detailed understanding of progression in each subject
4. An understanding of effective strategies for maintaining high standards of behaviour, both within the classroom and around the school, in accordance with whole school policies.
5. An understanding of the principles and practice to ensure that Assessment for Learning is used effectively to maximise pupil progress.
6. A thorough understanding of how to nurture and promote children's personal and social development.
7. An understanding of equality of opportunity issues and how they can be addressed in schools.
8. An understanding of and commitment to inclusive primary practice.

Skills and abilities

1. To demonstrate the skills of a good teacher, including ability to:
 - a) interest, encourage and engage pupils;
 - b) provide appropriate levels of challenge, so that pupils make good progress;
 - c) use methods and resources that enable all pupils to learn effectively;
 - d) use assessment information effectively to plan next steps in children's learning;
 - e) make effective use of time;
 - f) secure high standards of behaviour, through creative and flexible approaches that are effective in meeting individual children's needs and are consistent with the school's ethos and policy;
 - g) make effective use of learning support assistants and other support staff;
 - h) enable pupils to acquire new knowledge and skills;
 - i) enable pupils to develop the skills to work independently and collaboratively;
 - j) enable pupils to develop self esteem and respect for others;
 - k) create a well organised, stimulating learning environment.
2. The ability to promote a classroom ethos that supports children in developing effective interpersonal skills.
3. The ability to make a significant contribution to a school ethos that promotes high achievement
4. The ability to work effectively as part of a team in planning and implementing the curriculum.
5. The ability to work within the framework of national and whole school policies to ensure consistency of

PERSONAL QUALITIES

High expectations of self and others and a desire to raise standards of achievement

Ambitious, with an ongoing commitment to personal and professional development

An emotionally resilient individual who can work effectively under pressure demonstrating drive, passion and integrity

Proactive and able to solve problems calmly and creatively

Dependable and reliable, with an excellent record of attendance

Willing to go the extra mile, have high levels of stamina, energy and determination

Effective team leader/member and a model of professionalism

Flexible and able to respond quickly to change.



To arrange a visit, please call the school office on 020 8697 2762 or email admin@torridonj.lewisham.sch.uk

Open Days: Thursday 10th May (am) & Wednesday 16th May (pm)

Closing Date: Friday 18th May 2018 at 12:00 noon

Shortlisting: Friday 18th May 2018

Interviews: Thursday 24th May 2018

Only shortlisted candidates will be notified by telephone and/or email.

Torridon Infant and Junior Schools are committed to safeguarding and promoting the welfare of children. We implement all elements of the safer recruitment process and all posts are subject to pre-employment checks. References will be sought and successful candidates will need to undertake an enhanced Disclosure & Barring Service (DBS) check.