

Class teacher

Welcome Letter

Introduction to our School including our Values

What we are looking for / copy of job advert

How to Apply

Job Description

Person Specification

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| **Welcome Letter** |

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**2a Pavilion Way, Burnt Oak, HA8 9YA**

**Tel: 020 8353 4249**

**Email:** [**Office@watlingparkschool.org.uk**](mailto:Office@watlingparkschool.org.uk)

**Headteacher: Sally Quartson**

Dear Applicant

Thank you for your interest in our advertisement for the position of Key Stage 2 Class Teacher at Watling Park School. As a growing school, from September 2021 we will have our first Year 6 cohort, however, due to the flexibility of our current staff, we may be in a position to offer you either your first or second preference of year group in Key Stage 2 (in most cases).

I trust that you will find the information contained in this pack useful. If you are interested in applying for the post, we urge you to visit our learning community so that you can enjoy a look around, get a feel for our ethos so we can answer any questions that you may have.

As you will see from the information provided, we are a diverse but very vibrant school. We are extremely proud of the difference we make in children’s lives and always strive for excellence in everything we do.

Our aim is that each and every child will reach their full potential and be provided with all the skills and creative inspiration to support them in succeeding in whatever path they choose to follow in life to become active and responsible members of our global community and leaders for the future. This is not always an easy task and can provide a variety of challenges. If you enjoy these challenges and share the same commitment as us, **then this may be the school for you.** We are looking for someone who will join us in travelling this journey together and providing support and challenge for each of us.

Our vision, values and ethos is a shared commitment and forms the basis of everything we believe and follow in our learning community. Although they are ambitious, we know that working together will ensure they are fulfilled.

If you are a dynamic and inspiring teacher with a proven track record and someone who is committed to excellence in everything you do, then we welcome your application. We promise that you will have many opportunities to develop you skills further and become a valued member of our learning community.

I very much look forward to hearing from you.

Kind regards

  
**Sally Quartson**

**Headteacher**

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| Introduction to Watling Park School |

We are a vibrant, multicultural and inclusive community school set between Burnt Oak and Edgware. We have a highly committed and passionate staff, who are dedicated to providing outstanding learning opportunities for all children through our unique Watling Park Creative Curriculum which encompasses academic skills alongside learning and life skills.

Our shared values form the basis of everything we do and are at the heart of what we stand for. Our values were created in partnership with the staff, children and wider school community. These are encompassed by ICARE which stands for: **I**ntegrity, **C**onfidence, **A**ppreciation, **R**esponsibility and **E**xcellence.

Part of our Creative Curriculum focuses on ensuring children are given opportunities to extend and apply their skills through a range of experiences both with our outdoor learning environments and in the wider community.

It is a privilege to be given the opportunity to work with our children as they are enthusiastic, motivated learners who are passionate about our school and each other, They demonstrate outstanding behaviour and respect for each other and the wider community.

Our strong parent body is an asset to the school, providing many opportunities to celebrate our achievements and foster positive relationships with all members of our community.

We are well supported by a knowledgeable Local Advisory Board who are focused on assisting us in ensuring all our children achieve their full potential.

Our current staffing structure incorporates opportunities for middle and senior leadership. This is an exciting time for us as we welcome a new member to the Watling Park team – someone who is committed to our shared visions and holds our values and ethos as their own.

We offer a team oriented, supportive environment where everyone is welcomed and their strengths are nurtured and developed. Everyone (including staff) in our community is committed to being a motivate learner who is reflective and focused on their own professional development.

We look forward to meeting you and welcoming you to our learning community.

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| **What We Are Looking For / Copy of Job Advert** |

**Key Stage 2 Class Teacher**

**MPA or UPS – (Outer London) TLR possibly available for the right candidate**

Start Date: September 2021

Hours: Full Time

Contract Type: Permanent

Closing Date: **12 noon on Thursday 4th March 2021**

Interviews: **Thursday 11th March 2021**

For more details regarding the school please visit <https://www.watlingparkschool.org.uk/> or email [office@watlingparkschool.org.uk](mailto:office@watlingparkschool.org.uk) / call 020 8353 4249.

**Further information**

Visits to the school are welcome via appointment (they will be virtual at this point in time). An application form may be downloaded from the Watling Park School website or for further information please contact the school office.

Lesson observations and interviews will take place at Watling Park School on: **Thursday 11th March 2021** (provided we are back in school teaching – if not, interviews and tasks will take place virtually)**.**

Watling Park is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We welcome applications form all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.

Successful candidates will be required to apply for an Enhanced Disclosure from the Disclosure and Barring Service.

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| **HOW TO APPLY** |

1. Read the Job Description and Person Specification carefully.
2. Complete the application from, either electronically or print it off and hand write it, paying particular attention to your supporting statement
3. Ensure your supporting statement relates directly to the competencies outlined in the person specification and job description.
4. Email your completed application form to [office@watlingparkschool.org.uk](mailto:office@watlingparkschool.org.uk) or send it by post to:

Mrs A Knight

Office Manager

Watling Park School

Pavilion Way

Burnt Oak

HA8 9YA

1. Please ensure that all sections of your application form are filled in, including the declaration form.
2. Closing date for applications is **12 noon on Thursday 4th March 2021.**
3. Lesson observations and interviews will take place at Watling Park School on **Thursday 11th March 2020** (if possible – otherwise they will be held virtually)**.**
4. References will be sought for short listed candidates prior to the interview process wherever possible.

If you have any queries or would like to arrange a visit to the school, please contact the school office on **020 8353 4249.**

We look forward to meeting you!

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| **JOB DESCRIPTION** |

**Watling Park School**

**Class Teacher**

**Core Purpose**

To ensure a 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 Teachers Pay and Conditions Document.

**Directly Responsible to:**

**The Headteacher**

**Main purpose of Job and Principal Accountabilities**

1. **Liaison and Co-operation**

* The teacher will work in liaison, contact and co-operation with:
* Other members of staff
* Members of BPET support and advisory services organisation
* Networks and agencies relevant to the teachers specialism of subject or the needs of children in their class or care
* Parents, local advisory board members and local community
* Ensuring effective and professional relationships are developed and maintained

1. **Policy and Legal Framework**

* The teacher will work within the framework of
* Teacher’s Standards (2012) (and any subsequent legislation)
* National Legislation, including Education Act from 1994 to 1986
* The Schoolteachers Pay and Conditions Document (STPCD) 2006 (and any subsequent legislation)
* School policies and guidelines on the curriculum and school organisation

1. **Tasks and Duties**

The Teacher’s Standards stipulates the minimum standards for teachers to be meeting and the STPCD lists the duties to be included in all Job Descriptions for teachers. The following statement is intended to incorporate all the duties and expectations itemised in the Teacher’s Standards and Schedule 3 of the Act.

The tasks and duties listed below are minimum required for all teachers. These may be reviewed at least once a year, usually in the Summer Term.

1. **Planning/Knowledge and Understanding**

* To understand the structure and balance of the National Curriculum, RE and other associated areas, PSHE and Citizenship (including the Watling Park Creative Curriculum).
* To have detailed knowledge and understanding of expectations and level descriptors with particular emphasis on the core subjects (as used by the school)
* Be familiar with the Code of Practice and the identification and assessment of Special Educational Needs and implement and keep records on individual education plans for pupils at School Action Plus of the Code or above.
* Understand the needs of pupils for whom English is an additional language and the stages of development so that their learning can be supported effectively.
* To broadly understand the requirements and progression for children through the primary phase including Key Stages other that where you are teaching; from Foundation Stage to KS1 to KS2 and links with KS3.
* To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in one’s class.

1. **Teaching and Class Management**

* To teach a class, or classes, groups or individual pupil, and to set tasks to be undertaken within the school environment (including outdoor learning/area/orchard) which challenge pupils appropriately.
* Ensuring pupils make good progress in their learning through:
* Identifying clear learning intentions and success criteria with the pupils, specifying how they will be taught and assessed ensuring the best use of teaching time.
* Setting tasks for the whole class, groups and individuals which are appropriate to needs and incorporate a range of learning styles to promote pupils who are active problem solvers and motivated, independent learners.
* Setting appropriate and demanding expectations.
* Identifying pupils who have special educational needs, are very able/talented or who are not yet fluent in English and set tasks accordingly for these children.
* Providing a clear structure for lesson, maintaining pace and challenge throughout.
* Ensuring opportunities that contribute to pupil’s personal, spiritual, moral, social and cultural development.
* Setting expectations for pupil’s behaviour.
* Establishing a safe supportive and stimulating learning environment.

1. **Assessment, Marking and Recording**

* To mark and assess pupil’s work providing constructive feedback and setting targets to support pupils to make good progress and improve specific aspects of teaching, as specified in the Mark and Feedback Policy.
* To incorporate recommendations as set out in EYFS, KS1 and KS2 guidance to support assessment opportunities**.**
* Assess and record each pupil’s progress systematically and use records to ensure that pupils make demonstrable progress.
* Check that pupils have understood and completed work set.
* Monitor strengths and weaknesses.
* Inform planning.
* Ensure that children continue to make demonstrable progress.

1. **Promoting Safeguarding and positive behaviour**

* To set a good example to the pupils through your presentation, personal and professional conduct.
* To promote respect and understanding for others amongst pupils and adults in the school community.
* To promote understanding of the school’s moral code and values.
* To safeguard health and safety and to develop relationships with and between pupils conducive to optimum learning.

1. **Communication with parents**

* To build and maintain co-operative relationships with parents, and to communicate with them on pupils learning and progress. To draw their attention to particular concerns, areas for future development and support at home.

1. **The classroom and school environment**

* To establish and maintain an attractive, creative and stimulating classroom environment, and to contribute to displays in the school as a whole.

1. **Overall policy and review**

* To take part in whole school reviews of policy and aims, and in the revision formulation of guidelines.
* To be familiar with health and safety issues, including subject specific, child protection procedures and positive behaviour management plans including Rights and Responsibilities.

1. **Reports**

* To provide or contribute to oral and written assessments, reports and references at school, relating to the development and learning of individual pupils and groups of pupils**.**

1. **Review**

* To evaluate and review one’s own teaching methods, materials, and schemes of work, and to make changes and amendments as appropriate – to reflect evolving trends and whole school priorities.

1. **Professional Development**

* Take responsibility for your own professional development, including knowledge of school policies and procedures
* To keep up to date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings and take part in appraisals and reviews of one’s work arranged by the Headteacher.  
  To use recent monitoring and inspection evidence as well as personal reflection/training to develop good quality teaching and learning.
* Be aware of the role and purpose of the schools local advisory board.

1. **Corporate Life**

* To take part in the corporate life of the school, by for example, attending assemblies, WPPA, and community events. Registering the attendance of pupils, and supervising pupils before and after school sessions.

1. **Cover**

* To supervise, and in so far as practical to teach any pupils whose teacher is absent. These requirements will be set within the framework set by the expectations of the National Agreement.

1. **Performance Management**

* To participate in arrangements made in accordance the performance management regulation for the evaluation of one’s own performance and that of other teachers.

1. **Staff Meetings**

* To participate in meetings at the school which relate to the curriculum, pastoral and organisational aspects of the school.

1. **Equality Policies**

* To help ensure that subject matter and learning resources reflect BPET and school Policies on race and gender equality, and that the implications of these policies are applied in all aspects of school life.

1. **Other Duties**

* To undertake other duties as the Headteacher may reasonably direct.

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| **CLASS TEACHER – PERSON SPECIFICATION** | | | | | | |
| **Essential Qualities** | **Desirable Qualities** | **Ascertained**  **by** | **Application Form** | **Interview** | **Lesson Observation** Observation | **Reference** |
| **Qualified Teacher Status**  **Or NQT** | **Evidence of participating in or leading continuous INSET and commitment to further professional development** | **Application Form**  **Documentary Evidence** | **•**   * **•** | **X** | **X** | **X** |
| **Teaching experience or effective practice in EYFS/KS1/KS2**  **Evidence of consistently good or outstanding Teaching and learning using most recent curriculum**  **Guidance/expectations documentation**  **Experience of challenging and differentiating for children of varying attainment levels, addressing a variety of styles**  **Have experience of working with adults, support staff, teachers and other professionals in the classroom effectively**  **Experience of or ambition to lead a curriculum area across the whole school**  **Have taken part in extra-curricular activities** | **Able to teach across a wide range of subject and learning styles in the primary school**  **Evidence of outstanding Teaching and Learning using the Primary Framework and other relevant sources effectively to enhance creativity.**  **Willing to teach/develop skills in all Key Stages covered by the school.**  **Experience of effectively leading in a foundation or other curriculum areas across the school**  **Willing to contribute to and develop an extra-curricular area.** | **References**  **Interview**  **Activity Observation**  **Application form** | **•**  **•**  **•**  **•**  **•** | **•**  **•**  **•**  **•**  **•**  **X** | **•**  **•**  **•**  **X**  **X**  **X** | **•**  **•**  **•**  **•**  **•**  **X** |
| **Good working knowledge of the National Curriculum and evidence demonstrating implementation creatively**  **Able to use IT skills effectively for themselves and for teaching across a wide range of subjects** | **An understanding of the role of parents and the community in school improvement and how this can be promoted and developed**  **Ability to make use of appropriate data to analyse the performance of pupils and targets.** | **Application Form**  **References**  **Interview**  **Activity observation** | **X**  **•** | **•**  **X** | **X**  **•** | **•**  **X** |

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| **Essential Qualities** | **Desirable Qualities** | **Ascertained by** | **Application Form** | **Interview** | **Lesson Observation** Observation | **Reference** |
| **Have a good knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN, Child Protection and Safeguarding**  **Understanding of formative assessment and active learning environments and their use to raise standards**  **Able to use difference teaching and learning styles effectively to raise standards** | **Evidence demonstrating effective formative assessment strategy implementation** |  | **X**  **•**  **X** | **•**  **•**  **X** | **•**  **•**  **•** | **X**  **X**  **•** |
| **Promote the school’s vision, values, and ethos positively and use effective strategies to monitor and promote motivation and moral.**  **Able to create a safe, happy, challenging, stimulating and effective learning environment for all children**  **Ability to encourage and develop independent learning**  **Ability to work closely and effectively as part of a team**  **Communicate effectively (both orally and in writing) to a variety of audiences**  **Develop good personal relationships with a team**  **Establish and develop close and appropriate relationship with parents Local Advisors and the community**  **Evidence of very good and highly effective classroom management skills.** | **Evidence of contributing positively to curriculum and school development**  **Ability to lead and develop a team including support staff**  **Develop strategies for creating school community links**  **Proven ability to demonstrate outstanding classroom management and motivation** | **Application form**  **Interview**  **Activity**  **References** | **X**  **X**  **•**  **X**  **•**  **X**  **•**  **X** | **•**  **•**  **•**  **•**  **•**  **•**  **•**  **•** | **•**  **•**  **•**  **X**  **•**  **X**  **X**  **•** | **•**  **•**  **X**  **•**  **•**  **•**  **•**  **•** |