Rye Oak Primary School

Passion for learning, ready for life.

Class Teacher

Application pack

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Letter to candidates

Dear Colleague,

Thank you for your interest in our vacancy for class teachers. My name is Ruth Sharp and I would like to take this opportunity to tell you a little about our school.

We are a large, happy and vibrant community school situated in the heart of Peckham. The school is well situated for transport links, being close to Peckham Rye and Nunhead stations and on several bus routes.

Our recent inspection in May 2023 rated us as Good.

We have a strong reputation for equality and love the fact that our school community is so diverse. Staff at the school respond positively to the many challenges that such diversity can bring. Our reputation for valuing, caring for and attending to the needs of each child is justly deserved and a real strength of the school.

Pupils enjoy attending Rye Oak and are keen to talk about what they are learning.

Ofsted (November 2021)

We are far more than just a 2FE Primary School. We are rapidly becoming a focal point for the local community and provide a range of services which include; day care provision for 2 year olds, fully extended services from 8am to 6pm and a specialist resource base for children with Autistic Spectrum Condition.

There is a strong leadership team in place and they have been instrumental in leading the school on its journey from 'Requires Improvement' in November 2014 to the 'Good' school that it is now.

Leaders have developed an interesting curriculum that is designed to teach pupils a range of ideas and vocabulary in different subjects.

Ofsted (November, 2021)

The current leadership team are extremely talented and wholly committed to making a difference in our children's lives. We are looking for exceptional teachers to join our staff team and contribute to the journey into the next phase of development. This is an exciting opportunity for a dynamic and ambitious candidate with a strong commitment to raising standards.

Our children enjoy coming to school and are very excited about learning. They feel trusted and respected and they know that there is always someone who will listen to them and respect their views.

Pupils with special educational needs and/or disabilities (SEND) are swiftly identified. Well-trained staff provide additional support that help pupils develop their academic, social and physical needs.

Ofsted (November, 2021)

We are developing an exciting curriculum which we feel is relevant to our children and will enable them to become creative thinkers who welcome challenge and have the resilience needed to solve problems.

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Learning is enhanced through a wide range of experiences which include; visits and visitors, music lessons, sport and the performing arts.

Our staff team are passionate about making a difference and strongly believe that all children should have equal opportunities to achieve well and become the best they can be. To this end, we promote the highest possible expectations of our children and each other in all aspects of school life. Underachievement is not acceptable and we aim for our children to leave Rye Oak with a strong sense of self belief, high levels of independence and the ambition to succeed.

Pupils across the school feel safe and know they can ask staff for help if they need it.
Ofsted (November, 2021)

We know that our staff are our most valuable resource and invest heavily in ensuring that everyone has the skills they need both to fulfil their current role and to prepare them for future aspirations. Senior staff use a coaching model to provide personalised support for teachers alongside professional development opportunities provided by external training providers. In addition to the development of teaching and learning, we also provide opportunities for middle leaders to develop their leadership skills, taking responsibility for the development of whole school initiatives in line with school improvement priorities.

There is a high priority placed on continuing to develop staff through training. Opportunities to learn are provided for staff new to the school and those more experienced.
Ofsted (November 2016)

High quality professional development for staff at all levels is highly valued and we will ensure that you have the support and training you need to be effective in post. We work closely with the Institute of Education and provide opportunities for staff to undertake nationally accredited qualifications such as NPQSL, NPQML (National Professional Qualifications for Senior and Middle Leaders) alongside support from a range of specialist providers.

I hope this information pack encourages you to make an application. If you have any questions about the position or the school, please do not hesitate to contact me. I would encourage you to arrange a phone conversation with us to find out what makes Rye Oak such a special and exciting place to work. Please contact Nina Ahmed (Office Manager) to arrange a telephone conversation with the Headteacher on:

email: nahmed@ryeoak.southwark.sch.uk

If you think this might be the right school for the next step in your career, then I look forward to hearing from you.

Kind regards,

Ruth Sharp

Ruth Sharp
Headteacher

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Vision for teaching and learning

Rye Oak is an inclusive school. We are committed to doing the very best that we can to make sure that every child succeeds. We have a shared responsibility to ensure that we are doing the very best for our children and aim to meet the individual needs of each child wherever possible.

At Rye Oak we aim to engender a passion for learning and the pursuit of excellence in every aspect of our work. We have the highest expectations for ourselves and all of our pupils, aiming for standards that exceed national expectations, both in the core subjects and across the wider curriculum.

We want our children to:

- Be eager and enthusiastic learners
- Be confident in themselves as learners
- Understand themselves as learners, being proud of their successes and understanding the next steps in their learning
- Be emotionally intelligent
- Be resilient and determined to succeed
- Be responsible for their actions

We aim to achieve this by:

- Ensuring that children's wellbeing is at the heart of our school
- Valuing and celebrating children's social and cultural diversity
- Maintaining the highest possible expectations of every child
- Striving to ensure that every child succeeds
- Adopting a 'no excuses' attitude towards children's progress and attainment
- Providing opportunities for our children to develop academically, socially, morally, emotionally and spiritually in a safe and caring environment
- Working closely with parents and carers to ensure that we are providing the best possible education for our children

About the school

We have 320 children at Rye Oak, each one of them different and unique. Our Owl Babies class provides high quality learning experiences for up to 32 two year olds and our combined Nursery and Reception classes cater for up to 100 children in our fantastic, bespoke EYFS space.

We pride ourselves in maintaining a stimulating and well resourced learning environment in our modern and spacious building. Classrooms are fully equipped with a wide range of resources to support teachers with making sure learning is as exciting and fun as possible.

Inclusion is very much at the heart of what we do and we have a very strong inclusion team who support our children with SEND. We are one of only four schools in Southwark with a specialist resource base for children with Autistic Spectrum Condition and are often used by the Local Authority as a model of good practice.

We use core texts as starting points for our curriculum planning. High quality texts are used as the basis of half termly learning sequences which are meaningful and engaging for the children. Key themes such as resilience, team work and empathy are woven into our medium term planning in order to support children to become the best learners they can be.

Our core curriculum offer is supplemented by specialist teaching from experts in their field. This means we are able to provide children with lessons in; African drumming, French, and Musicianship, in addition to a wide range of sporting activities through our partnership with the London P.E. and School Sports Network.

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Our staff work very closely together and there is a strong sense of teamwork. Teachers have non contact time to plan together with year group partners. Planning in this way ensures consistency across classes and means that teachers are able to share particular expertise and support each other.

Every teacher receives ongoing professional development from a member of the Leadership Team, focusing on improving the quality of teaching and learning and accelerating the progress of any children whose progress is causing concern. Support may include lesson planning, team teaching, demonstration lessons, observations and feedback. The impact of this support is evaluated regularly through lesson observations and book looks and is differentiated according to need.

Rye Oak pupils can expect a high quality of teaching across a broad and balanced curriculum that allows all children to achieve to the level of the best. Teachers can expect pupils who are keen and who know how to learn.

Our aim is to prepare our pupils for the roles and responsibilities they will face at Rye Oak, at secondary school and in the community.

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Job Description

Position: Class Teacher

Reports to: Headteacher

Grade: Teachers Pay and Conditions (Main Pay Scale with a TLR for the right candidate)

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 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

Specific responsibilities

1. To plan work for the class in accordance with the national, LA and school curriculum policies and in co-operation with senior staff to ensure that the 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 ability.
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 turntaking, negotiation, empathy, anger management and conflict of 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 on mutual respect.

11. To maintain a high standard of display both in the classroom and in other areas of the school.

12. To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.

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 Southwark Safeguarding Children's Board and the school's safeguarding policy.

Key organisational objectives

The postholder will contribute to the school's objectives in service delivery by:

1. Enactment of Health and Safety requirements and initiatives as directed.

2. Ensuring compliance with Data Protection Legislation.

3. At all times operating within the school's Equal Opportunities framework.

4. Commitment and contribution to improving standards for pupils as appropriate.

5. Acknowledging Customer Care and Quality initiatives.

6. Contributing to the maintenance of a caring and stimulating environment for pupils.

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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.

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Person specification

Qualifications	
1	Qualified Teacher Status, recognised by the DfE.
Experience	
1	A proven track record of recent and successful class teaching in mixed ability classes of primary age (or of 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;

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1	Enable pupils to develop the skills to work independently and collaboratively; Enable pupils to develop self esteem and respect for others; 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 practice.
6	The ability to relate to and communicate effectively with parents and carers and to encourage their active participation in the educational process
7	A commitment to further your own professional development and to the principle of continuous improvement.

Rye Oak is committed to safeguarding and promoting the welfare of children and as such all appointments will be subject to satisfactory DBS checks and references.

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How to Apply

If you decide to make an application, please look carefully at the Job Description and Person Specification.

Your supporting statement should be no longer than 3 sides of A4 and should be tailored to demonstrate your suitability for this post.

CVs will not be accepted and interviews will be offered to those applicants best demonstrating skills, abilities and experience match the person specification and can demonstrate and evidence their commitment to our school.

Key Dates

Closing date: Midday - **Monday 23rd June 2025**

Interviews: Thursday 26th June 2025

Visits to the school:

By arrangement, please contact Nina Ahmed (Office Manager) as below.

Any Questions?

If you would like an informal discussion about any aspects of this job opportunity, please contact Nina Ahmed (Office Manager) in the first instance on:

email: nahmed@ryeoak.southwark.sch.uk

Telephone: 020 7639 3914

Applying

If you decide to apply for this post please return your completed application form to:

nahmed@ryeoak.southwark.sch.uk

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Location

Rye Oak Primary School
Whorlton Road
London
SE15 3PD

Tel: 020 7639 3914
Email: office@ryeoak.southwark.sch.uk

Rye Oak is located on Whorlton Road and is a short walking distance from Peckham Rye Park.

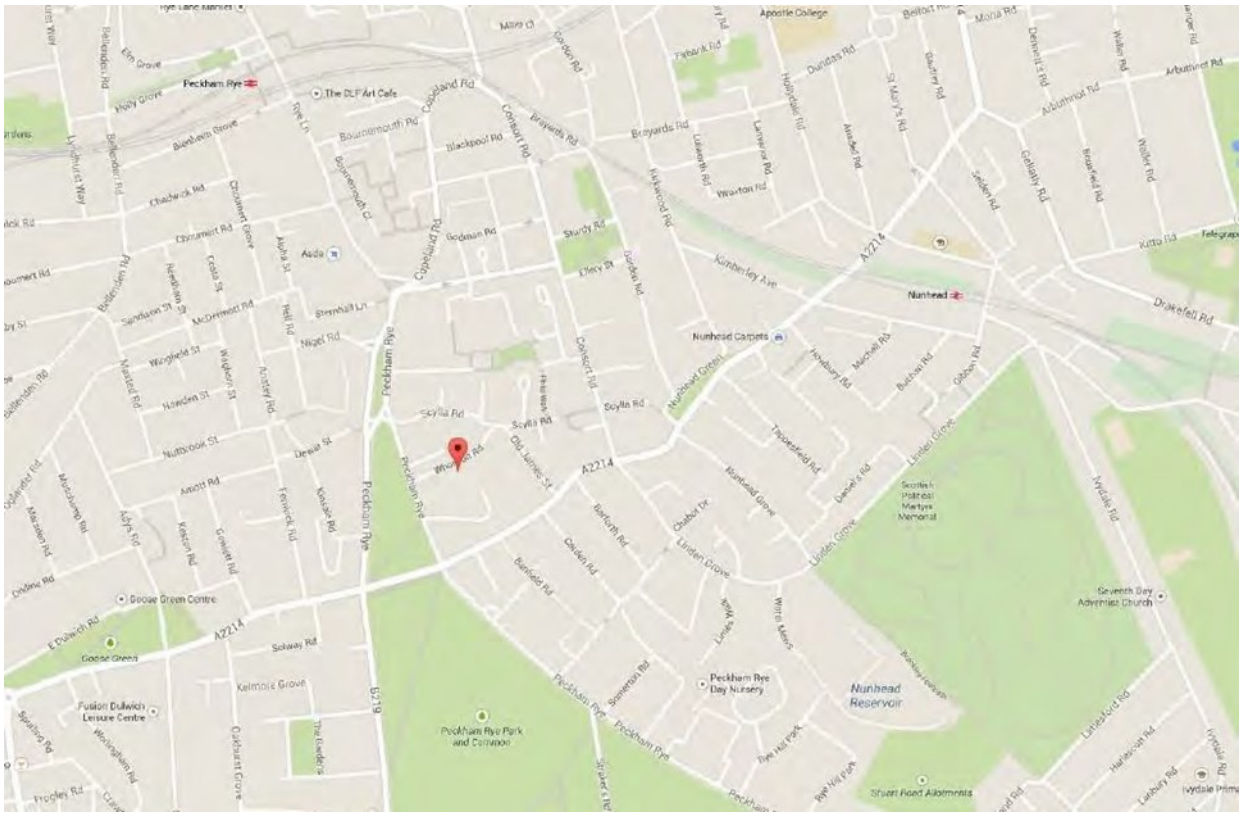
Parking:
Parking is available in the surrounding roads.

By bus:

There are bus stops located on Rye Lane served by the following numbers: P12, P13, 37, 63, 78, 197, 343, 363, 468

By train:

Peckham Rye train station is situated on Rye Lane, Nunhead train station is situated on Gibbon Road, and both are located in Zone 2 and are approximately a 10 minute walk away from the school.



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Southwark - The place to live and work

Is Southwark what you think it is? Probably not. While we have some things in common with other London boroughs, such as a culturally diverse population, there's a lot more to a place which people from Charlie Chaplin to Rio Ferdinand have called home.

Just a walk along the South Bank or over the Millennium Bridge to the Tate Modern will show you this is an area worth investing in. Around 40% of it is being redeveloped and regenerated, to the tune of £4 billion.

Southwark dates back to Roman times, so we're a living history lesson. During the Anglo Saxon period it was the greatest traffic and trading centre in the country. Thanks to the fact that we were outside the City of London's jurisdiction, playhouses like the Globe and the Rose began to make up our popular theatre district. And today, the Elephant and Castle is the location of one of the UK's biggest regeneration initiatives.

Around London Bridge there's a thriving business district full of financial institutions, service companies and a growing arts and media sector. Stunning residential districts along the river embody high quality design and lifestyle. For a 2,000 year old area, we're good at looking ahead.

Life in Southwark can spoil you for choice. Foodie? Borough Market. Shakespeare buff? The Globe. Outdoor type? Burgess or Dulwich Park. Kids feeling bored? The City farm.

There's a great deal for you and your family and friends to do. Getting to and from those various places and events won't be a problem either, as we've got great transport links. Most teachers live around a half-hour's walk or bike ride away from work, and enjoy access to good rental properties, shared ownership schemes and interest-free loans for home purchase on the open markets as part of the Keyworker Living scheme. So living and travelling couldn't be much easier.

Millenium Bridge

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From frequent carnivals to the afro-caribbean food market, Southwark pretty much has it covered. Thriving, established markets, restaurants that cover almost every cuisine in the world, riverside walks, beautiful green spaces, sport, dance and music. There's something for everyone, whether you're after stimulation or peace of mind.

The children of Southwark are our future business leaders, hairdressers, politicians, taxi drivers, mechanics, nurses, plumbers, artists, footballers, engineers, music moguls, journalists, chefs and even teachers. We owe it to them to give them the best start to their lives and careers.

Some of our schools weren't always as good as they are now, and some others still have a way to go. But the important part is that they're getting better year on year and making children ready for the opportunities coming their way.

That's because we've made a concerted effort to support teachers and school leaders in bringing the curriculum alive. Whether they're at an Academy, Specialist, Church, Foundation or Community School, they're not left to go it alone. There's a structure and good funding in place to help them. Our determination plus their talent and experience is already beginning to bear fruit.

As one of our school leaders or teachers, you'll have children's futures in your hands. Because of that, you deserve all the support we can provide. In fact, all our teachers enjoy the best we can offer, from our renowned Induction Programme for NQTs through to Leadership and Management Programmes that will help you develop your knowledge and skills, no matter what your level of experience.

Borough Market

Shakespeare's Globe Theatre

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We don't forget our invaluable support staff either: they've got access to development and training in order to raise pupils' achievement levels, and they have real career paths. For you, it means you'll have a motivated, well-trained team of people around you. And you'll benefit from all the other support systems we've implemented, from the Arts team and EAL advisors to borough advisory staff who focus on Hearing, Visual, Speech & Language, Specific Learning and Physical Difficulties, and a Behaviour Improvement Programme.

For teachers with children, there are many nursery classes and crèches, good childcare, and after-school clubs and play centres. We'll also be

Just as importantly, you'll have borough-wide opportunities for Continuing Professional Development, including conferences, action research and overseas trips.You'll also have the chance to take part in local authority advisory work, contributing your ideas and expertise to borough-wide development. So your students won't be the only ones improving their pro-spects.

(extracted from the Inspiration Brochure - www.southwark.gov.uk/downloads/download/1046/inspiration_brochure)

www.ryeoak.southwark.sch.uk