



WHERE THE WORLD COMES TO SCHOOL



THE SYDNEY
RUSSELL
SCHOOL

Primary Teacher Recruitment Pack

Our Vision

Sydney Russell is a special place and staff and students alike are extremely proud of what we have created together over the years and continue to build as a team. Our motto 'Together Everyone Achieves More' (TEAM) is about how we work together and support each other to unlock the potential of every child, challenge expectations and level the playing field to activate social mobility.

Our aims can be summed up in three words: Currency, Character and Culture. We want our young people to leave us with the qualifications that they need to succeed in later life. We want them to flourish as lifelong learners and through a range of enrichment opportunities be inspired and grow in confidence to achieve their aspirations.

These three words sum up the shared values that underpin every decision made and every policy implemented. At the heart of our success lies the skills and talents of our staff and their enthusiasm for their craft. At Sydney Russell we look to recruit and retain the very best staff who live our ethos each day. We recognise how much our staff give above and beyond – leading and supporting school performances, residential trips, charity days, sports fixtures, enrichment and revision sessions, all of which our students benefit greatly from.

Currency

Unlocking the potential of every child, challenging expectations and levelling the playing field is at the heart of what we do and who we are at the Sydney Russell School. To deliver a rich, ambitious, exciting and carefully crafted curriculum which leads to high academic performance and provides all our pupils with the currency they need to succeed in later life.



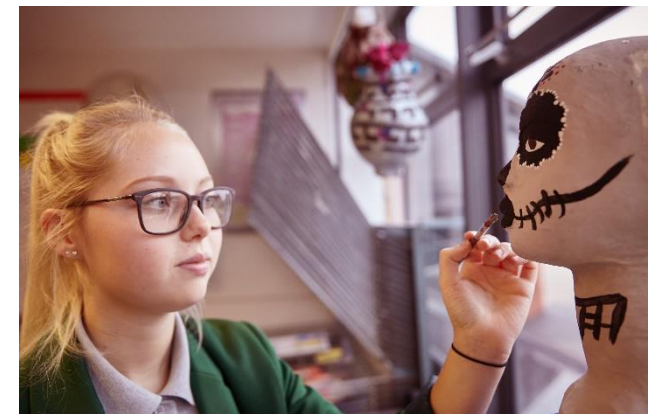
Culture

To build the cultural capital of our young people by providing diverse experiences often difficult for them to access at home or in the local community. We utilise a wide range of cultural opportunities to inspire our students to be the best they can be and remove barriers so they gain confidence to achieve their aspirations.



Character

To develop the character of our young people by creating opportunities to ensure our pupils flourish as lifelong learners. We create an atmosphere that hums with excitement, vibrancy and purpose, which fosters a love of learning and intellectual curiosity and promotes dignity, integrity, self-discipline and self-esteem.



Principal's Welcome

Welcome to the Sydney Russell School and thank you for expressing an interest in applying for the position of EYFS Teacher.

Sydney Russell School, part of Partnership Learning Multi-Academy Trust, is a popular and over-subscribed school for students aged 4 – 18 years, with three form entry in the primary phase, twelve form entry in the secondary phase and over two hundred students in Sixth Form.

The school was judged 'Good' by Ofsted in 2021 and is one of the top four schools in the Local Authority on all key exam measures. The school has benefited from a £26 million rebuilding programme (2013) and has state of the art facilities.

Our expectations are high for both students and our staff - we expect exemplary behaviour from all students to ensure staff are able to concentrate on teaching at the highest level. You will find attached further details of the job description.

Our SRS values:

We value all;

We respect all;

We see the potential in all;

We have a strong sense of an entitlement to experience excellence & success for all;

We are all determined to do our best to be the best that we can be.

Our vision as a school is to unlock the potential of every child and level the playing field. Achieving this vision requires the full commitment of every member of our staff team and wider school community. If you share in this vision and want to be part of our mission to achieve the very best for our young people, I look forward to receiving your application and welcoming you to our school.



Clare Cross
Principal

The Primary Department

EYFS TEACHER

INNER LONDON PAYSACLE

We seek to appoint an EYFS Teacher who will ensure continued success for our students. The successful candidate will work as part of a team to ensure the highest standards of academic progress of all the students, continually driving and improving student achievement.

The successful applicant must be able to demonstrate knowledge and experience of setting tasks for class, group and individual work, which challenge students and ensures high levels of student interest as well as ensuring the best possible outcomes.

In return we have excellent professional development opportunities, a strong induction process and outstanding mentoring support. We are a school that works tirelessly to raise standards and invests in the development of both staff and students. The appointee will be committed to our high expectations and core values.

Staff benefit from innovative behaviour management structures which ensure that teachers can concentrate on teaching. All lessons take place in ability-banded groups to enable work to be efficiently targeted at the right level of challenge.

We are committed the safety and welfare of all children and expect all staff and volunteers to share this commitment. A fully enhanced clear DBS is essential for this post.

To apply please complete the online application form and email to recruitment@sydneyrussellschool.com by Tuesday 22nd April 2025, early applications are encouraged.

SYDNEY RUSSELL SCHOOL

JOB DESCRIPTION - EYFS TEACHER

POSITION: EYFS TEACHER

PAYSCALE: INNER LONDON PAYSACLE

START DATE: September 2025

Closing Date: Tuesday 22nd April 2025. Early applications are encouraged.

Purpose of the role:

Our primary phase is highly successful in supporting our students across EYFS, KS1 and KS2 to achieve well and realise their potential.

We seek to appoint an exceptional teacher who will be responsible for the academic progress of the students they teach, continually driving and improving student achievement. The appointed candidate, working under the direction of the Vice Principal and post-holders, will be committed to their own professional development, will actively contribute to a positive working atmosphere which encourages cooperation and promotes the highest standards of education, contributing towards the best outcomes for student achievement and staff development.

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

During the course of the academic year, it is expected that you will take on the following responsibilities:

1. Planning
2. Teaching
3. Classroom Management
4. Agreed Whole School Procedures

Planning

As a class teacher, you will be expected to plan your teaching with regard to the school's policies and programmes of work. You will be expected to achieve progression in pupil's learning by:

- Identifying clear learning and teaching objectives and content and specifying how these will be taught.
- Setting tasks for class, group and individual work, which challenge pupils and ensure high levels of pupil interest. This includes teaching through "challenges" where children's learning is not capped, and they have greater ownership of the work they undertake.
- Planning, setting and responding to homework, in line with the agreed policy for each year group.
- Setting high expectations for pupils' learning, motivation and presentation of work.
- Setting clear targets for pupils' learning, building on prior attainment and ensuring that pupils understand what is required of them for any given task.
- Identifying pupils with Special Educational Needs and knowing where to seek advice to give positive and targeted support.

- Planning in the short-, medium- and longer-term lessons which provide pace, motivation and challenge for pupils.
- Using assessment of pupils' attainment to plan future lessons.
- Planning for pupils' personal, spiritual, moral, social and cultural development.
- Ensuring that the statutory Planning, Preparation and Assessment (PPA) time is used in line with its intentions.

Teaching and Classroom Management

As a class teacher, you will be expected to:

- Ensure that teaching and learning objectives are met through effective teaching, high expectations, sound learning and discipline and a purposeful working atmosphere in the classroom.
- Establish and maintain good discipline, by following the school policy for behaviour management.
- Establish a safe learning environment in which pupils feel safe, secure and confident.
- Use a variety of teaching methods which will foster and stimulate enthusiasm for learning and maintain motivation.
- Incorporate into your lessons, use of the National Curriculum, school programmes of work and speaking and listening skills
- Differentiate appropriately for all abilities in the class, setting high expectations for all but not cap pupil learning.
- Give clear instructions, presentations and question pupils effectively to ensure participation.
- Respond to all pupils' work effectively, in line with the school's marking policy so that pupils are clear about how they have achieved and their next steps.
- Keep effective records of children's progress.
- Use opportunities to develop pupils' personal, spiritual, social, moral and cultural development.
- Ensure that your classroom is organised in a way that pupils can clearly locate resources, and it remains a suitable working area for adults and children.
- Establish positive working relationships with all support staff who may work in your classroom and ensure they are informed of lesson planning and your expectations.

Agreed Whole School Procedures

As a class teacher, you will be expected to:

- Attend the agreed Parents' Evening sessions.
- Keep parents informed of their child's progress during the year, through positive links with parents and in the form of an end of year report to them.
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Look to improve performance through continued professional development and feedback to other members of staff.
- Ensure that pupil welfare duties are carried out, including playground duty and forward any pupil concerns to the relevant person.

You should be familiar with the Code of Practice on the identification and assessment of Special Educational Needs and you are expected to implement and keep records on Individual Education Plans (IEPs). You should also seek the advice of the schools Special Educational Needs Co-ordinator (SENCO) if you have concerns on a pupil's progress.

All children should be treated equally, regardless of gender, social or cultural backgrounds.

You are expected to ensure that pupils acquire and consolidate knowledge, skills and understanding in all subjects taught.

You should be prepared to evaluate your own teaching critically and use this to improve your effectiveness. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the duties as set out above.

Person Specification – EYFS Teacher

General	Essential	Desirable
Record of good attendance and punctuality	/	
Professional demeanour	/	
Qualified Teacher Status	/	
Further professional or academic qualifications relevant to the role		/
Experience		
Successful classroom practitioner	/	
Sound subject knowledge and understanding of National Curriculum for EYFS, KS1 & KS2	/	
Proven success in ensuring high student outcomes	/	
Effective team member	/	
Disposition/Attitudes		
Ability to cope with pressures of teaching and to maintain senses of proportion and humour	/	
Ability to rise to challenges with enjoyment	/	
Creativity and imagination coupled with a propensity for hard work	/	
Ability to use initiative	/	
High expectations of students which are role modelled through own practice	/	
Drive and enthusiasm to achieve the best outcomes for students, the school and self	/	
Skills		
Ability to communicate effectively, orally and in writing	/	
Interpersonal skills of a high order including tact and diplomacy, negotiation, motivation and delegation	/	
Ability to reflect and critically evaluate in order to drive further improvement	/	