

a folio education trust school



PARK HILL
JUNIOR
SCHOOL

Cover Teacher

For January 2020
Candidate Information Pack





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<http://www.phjs.co.uk/>



Welcome from the Headteacher



Thank you for enquiring about the vacancy at Park Hill Junior School, I am proud that at our children are encouraged to be curious about each other and the world around them. They have a thirst for knowledge that continues long after their journey with us. Our children explore the world in a safe place and make mistakes but through our teaching understand that it is an opportunity to grow.

We expect the children to do their best at all times by using our 5 learning behaviours – Being Respectful, Reflective, Resilient, Resourceful and having positive Relationships. Teachers, support staff, admin and all other staff do their best to enable all to achieve and we will only accept the best for our school community. We don't do this in isolation but are lucky to work in a forward-thinking Trust, alongside parents, several community projects, local schools and local businesses because we appreciate the value and insight they give our children. This is the community you are being invited to join.

Your professional development is important to us and together we will ascertain how to help you grow into this role and benefit from the expertise elsewhere in the Trust, while maintaining an efficient and purposeful local operation.

Mrs Ann Pratt
Head of School



Our pupils



This is a vibrant school community and our children make us smile every day with their joyous outlook on life and their enthusiasm and love of learning. We call ourselves ‘The Park Hill Family’ and we really do look after each other. We embrace the diversity of our children and our wonderful mix of different cultures, ensuring that we learn from each other and respect all races and religions.

belonging to a group with children of all ages in the school and great excitement at the end of each term when the winning house is announced for the year! At Park Hill each child belongs to one of our four house groups – Coleridge-Taylor, Latham, Johnson and Flower. Two House Captains represent each house and there are opportunities throughout the year for the children to represent their houses in the inter-house sports competitions and sports day. There is a sense of pride in

We encourage our children to be respectful, kind, resilient, rigorous and aspirational and these qualities pervade our teaching and ethos. We want our children to be the best they can be and we strive to give them the tools through which this can be achieved. We truly believe in them and we want them to believe in themselves, to know that they can do anything if they try their best and set their sights high.



Background and Ethos of our School



The school was opened in 1968 as a Junior Mixed and Infants School, to serve the needs of the rapidly growing Park Hill Estate. As building development in the area spread and the school increased in pupil numbers, a new infant school was built on the same site and the original school split into two establishments, under separate head teachers. The Junior School is now established as a three-form entry Junior Mixed School to accommodate approximately 360 children, aged between 7 and 11 years.

PHJS became an academy and joined the Folio Trust in April 2017; the advantages and benefits of being part of a forward thinking MAT are being realised with time and offers career potential across the Trust.

Croydon is a major economic centre in London with 81.8% of the population economically active. The borough is at the heart of a range of investments among them the £1.4bn regeneration of the Whitgift

shopping centre, further bolstered by the arrival of Westfield and the recently opened 'Boxpark' pop-up mall all delivering 5,000 new jobs as well as acting as a catalyst for the wider regeneration of Croydon. However, deprivation is increasing in Croydon. 21% of Croydon children are living in poverty (18,000 children) and 30% of Croydon children live in working families who receive tax credits.

Wrap around care is provided before and after school (8am-6pm) for children from the Junior and neighbouring Infant school. This is managed in-house by the school's full time Extended Day Manager and her team. A holiday play scheme operates during the school holidays, which is open to PHJS pupils and children from other schools. The scheme is also available on INSET days.



School Statistics January 2018

Type of School:	Academy in a MAT
Location	Croydon
Date School established	1968
Age Range	7-11
Denomination	Mixed
Total Number of Pupils	365
Numbers boys: girls	189:175
Variety of Ethnic Backgrounds	16
Average Class Size	30
% attracting Pupil Premium	18.3%
Nos. looked after children	<1%
Pupils with SEN	12%
Pupils with EAL	55%
Pupils with EHCPs	9
% attendance	95.8%
Teaching staff (FTE)	20
Education support staff	7
Premises, Admin, Finance etc	4
Total number of staff	31
Teaching Staff Turnover	Average 2
Newly qualified teachers	3
School centred initial trainee	0



Curriculum and Results



At Park Hill Junior School, pupils across the whole of Key Stage 2 study both core and foundation subjects, to meet the challenging demands of the National Curriculum. Our aim is to teach the foundation subjects in an engaging, interesting and stimulating and fun way primarily through a thematic approach, often linking with our Power of Reading English topics. Many subjects are taught through cross-year topics and some topics involve the whole of a key stage.

We aim to meet the needs of all of the children at the school through providing structured extension and enrichment activities, specific activities for our gifted and talented pupils as well as targeted support for children with specific learning difficulties or individual needs.

The school has a caring yet thorough approach to inducting new staff into the school. Line managers oversee this process and sessions are run weekly for all new staff to attend to up skill you in various

School specific systems and approaches.

KS2 SATs Results 2017-19

Subject	2017 EX+ or above	2018 EX+ or above	2019 EX+ or above
Reading	80%	85%	83%
Writing	73%	75%	86%
GPS	78%	86%	86%
Maths	79%	88%	91%
Combined	71%	72%	80%



Staff Development and CPD

A key partnership is that which exists between the school and Folio Education Trust, which has enabled us to build and share a good working relationship with our fellow primary school in the trust, St Peter's.

The school has links with a number of other partners to promote best practice and share educational expertise to fundraising in support of the school, these include: South Croydon Learning Alliance (SCLA), Purley Food Hub, Park Hill Schools Association, Park Hill Infants School, Leading Parent Partnership Award, Parent Volunteer Group, School Angel.

We pay staff on the Outer London Pay Spine and have a performance related pay policy, which aims to reward commitment to, and excellence in, our practice.

Additional advantages in being part of the Trust are from their shared services; this is currently growing and being shaped to ensure that the benefits from financial and HR support facilitate the Head's ability to manage the operational aspects of the school and focus on learning outcomes. The Head has the freedom to lead the school, but remains accountable to the Trustees. Further details on the Trust can be found in Appendix 3 or on the folio website.

Facilities

Our facilities include a large sports field, all weather multi-surface games area, adventurous play equipment (trim trail, climbing wall and tyre parks). There is also a 31 station ICT suite, 4-year group library areas and a learning support hub called the iHub. Each year group also has its own individual learning support room.



Application procedure

For a confidential discussion on current vacancies please contact our Mrs Shamas Raja – Office Manager – Tel 0208 686 8623 – email: sraja127.306@phjs.foliotrust.uk.

Visit arrangements
Closing date 17/01/2020
Interviews – 23/01/2020
Start Date – As soon as possible.

Applications to be received as soon as possible. We reserve the right to interview and appoint before the closing date should there be a suitable candidate and therefore advise that applications should be submitted as soon as possible.

Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within two weeks of the closing date, please assume your application has been unsuccessful.

Safer Recruitment

Folio Education Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure.

Equal Opportunities

At Park Hill Junior School, we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

Candidate Privacy Notice can be viewed on the website at <http://www.folio-education.co.uk/Current-Employment->

Opportunities

The schools within Folio Education Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Appendix 1

Job Description

Employment details

Job title:	Cover Teacher.
Reports to (job title):	Headteacher/Line Manger
Hours of work:	2 Days – Part Time – Term Time Only.
Level and scale point:	M1 – M4

Main duties/responsibilities

General duties
Play an active role in the progress and wellbeing of pupils within any class or group to which they are assigned. This could be in Year 3,4,5 or 6.
Implement the school's schemes of work, and comply with school policies and procedures, in particular those relating to the wellbeing and safeguarding of children.
Attend all training relating to safeguarding and two inset days per year.
Keep up-to-date with developments relating to KS2 subject matter.
Establish effective working relationships with colleagues, and set a good example for pupils through a high level of professionalism. Key attribute - communicate with teachers and year leaders regarding lessons and children. Ability to build effective relationships with pupils from a wide variety of backgrounds and with a variety of abilities and learning needs.
Participate in any appraisal arrangements made by the school which relate to their performance and that of other teachers.
Planning
Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the pupils being taught.
Set appropriate and demanding expectations for pupils' learning, setting clear targets for pupils' learning based on prior attainment.
Identify pupils who have additional educational needs and adapt lesson planning to cater for these needs.
Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.



Teaching
Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for the specified subject area, building on pupils' prior knowledge.
Deliver lessons appropriate to pupils' different abilities and educational needs, ensuring that they are all able to progress to their potential.
Monitor and support the overall progress and development of the pupils within the class/classes in line with national curriculum requirements.
Provide and contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils.
Key- Mark and monitor pupils' class and homework regularly, providing constructive oral and written feedback.
Use assessments of pupils' progress to inform future teaching.
Managing pupils
Maintain high expectations of pupil behaviour, demonstrating a high level of discipline through positive and productive relationships and well-focussed teaching.
Adhere to the processes outlined in the school's Behaviour Policy , ensuring that any unacceptable behaviour is dealt with appropriately and all details are communicated to the pupils teacher and/or year leader.
Through effective teaching, ensure that pupils are challenged and that best use is made of teaching time to promote good levels of behaviour.
Employ a range of teaching methods to keep pupils engaged, e.g. through effective questioning, clear presentation and use of ICT.



Appendix 2

Person Specification

	Essential
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Have qualified teacher status..
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • Have experience of working in a busy school with children who have a variety of learning needs and abilities. • Conducting assessments, keeping records and producing reports on pupils. • Implementing safeguarding procedures in schools.
Knowledge and skills	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a clear understanding of the key stage 2 curriculum. • Cope securely with subject-related questions which pupils raise. • Show an understanding of relevant legislation and educational developments. • Show how assessment and attainment information can be used to improve practice. • Demonstrate different teaching methods, and how teaching should be adapted to cater for pupils' different needs. • Demonstrate effective intervention strategies to improve their quality of teaching and learning. • Show how resources can be managed and deployed effectively.



Personal qualities

The successful candidate will have:

- An enhanced DBS certificate and barred list check.
- A good attendance and punctuality record.
- Excellent verbal and written communication skills.
- Excellent time management and organisation.
- High expectations of self and professional standards.
- A commitment to CPD.
- The ability to work as both part of a team and independently.
- The ability to maintain successful working relationships with other colleagues.
- The ability to plan and resource effective interventions to meet curricular objectives.
- High levels of drive, energy and integrity.

The successful candidate will be:

- Dedicated to promoting their professional development, and that of others.
- Able to promote good behaviour consistently.
- Able to plan and take control of situations.
- Committed to contributing to the wider school and its community.
- Able to effectively promote the school's ethos and vision.
- Capable of handling a demanding workload and successfully prioritising work.
- Professionally assertive and clear thinking.



Appendix 3

Folio Education Trust

From our Chief Executive Officer of Folio, Jonathan Wilden

Thank you for showing an interest in working within a Folio Education Trust School. We pride ourselves that all schools within the Trust share in one key message – ‘We believe in ourselves and we believe in each other’. This message is communicated clearly to all staff and pupils who attend our schools. While we share in the core purpose of making all decisions in the best interest of children, all of our schools have their own distinct identity. This is important so that they meet the needs of the children and the parents who make up the local community.

With the support of Folio Shared Services all school are allowed to focus upon what really matters which is establish safe, well organised schools, which prioritise outstanding behaviour and outstanding teaching and learning. By doing this we guarantee a Trust and a group of schools who are all working towards outstanding outcomes for pupils. Working in education is both challenging and hugely rewarding. With our collaborative approach, you will find the opportunity the flourish and develop. I hope that in reading this brochure you hope to become part of our network of staff and project yourself into the role of whom you needed when you were younger at school.



We believe that we are outstanding: not because we say it, but because we work hard at it. We are dedicated, committed and focused. We believe that every person will reach their personal best and overcome any challenge through a shared culture and ethos. We are dedicated to developing as successful individuals, creating a positive environment where all of us will learn. We never fail because we never give up. We believe in ourselves. We believe in each other.

Core values – The system which helps guide our existence

Our ‘values system’ is shared by all academies within the Trust and is the cornerstone of our existence. It ensures that everything we do is with the young people in mind and promotes a culture and ethos which allows all to BELIEVE.

Our future – what do we want to see in 10 years?

Our Academy Trust will support academies that are the first choice of local families because of the ‘gold standard’ education that is provided. All academies within the Trust are pupil centred and this drives our decision making. Smiling faces are common place for pupils and staff as they are happy being part of the academy and part of a wider Trust community. Being educated as part of this Trust will mean something to not only the individual but also those who provide the next step of a young person’s education, training or employment.

The service provision which helps drive the individual organisations within the Trust is focused on quality – listening, understanding and adjusting to meet the needs of those it is designed to serve. A main objective is to provide a system of self-challenge, self-improvement and collaboration with a shared passion to raise standards and allow all students to reach their personal best. No student or member of staff is neglected but inspired to develop improved life chances and live long and happy lives. As part of the collaboration between academies there is a desire to research pedagogy and the importance of Health and Well-Being to influence social change to remove the barriers which affect mental health and access to the opportunities for discovering and reaching personal best. Every person deserves the best and the Trust will do what it takes to deliver this while ensuring efficiencies and economies of scale which deliver outcomes beyond outstanding on a global scale.

Long term goal on a national scale

Contribute towards the changing face of British Education and be one of the top five performing Multi –Academy Trusts in the country, designing and sharing academy improvement strategies.

