
Gipsy Hill
FEDERATION
Teacher Candidate Pack 2017
CHASING HORIZONS

Gipsy Hill Federation

Kingswood Primary School Upper Site
188 Gipsy Road
London SE27 9RD

Kingswood Primary School Lower Site
55 Gipsy Road
London SE27 9NP

Elm Wood Primary School
Carnac Street
London SE27 9RR

Paxton Primary School
Woodland Road
London SE19 1PA

Fenstanton Primary School
Abbots Park
London SW2 3PW

Crawford Primary School
Crawford Road
London SE5 9NF

Glenbrook Primary School
Clarence Avenue
Clapham Park
London SW4 8LD

Ilderton Primary School
Varcoe Road
London SE15 1TL

Phoenix Primary School
Marlborough Grove
London SE1 5JT

Welcome from our Chief Executive Headteacher

Dear Candidate

Thank you for your interest in being a part of the Gipsy Hill Federations. We hope that you enjoy looking through the information provided, and that you decide to apply and join our brilliant team. This is a great place to work and provides real opportunity to progress your career. Our family of highly inclusive schools is a very happy place with genuinely fantastic staff and really lovely children. We comprise of eight primary schools across Lambeth and Southwark Boroughs.

The success of our Federation is due to unparalleled team work. There are multiple sources of support to draw upon and many outstanding colleagues to support you both early on and later in your career as you develop. Every week our teachers plan the curriculum together in teams – which is a great way to share expertise as well as workload and we strive to ensure that every individual teacher has full ownership of their planning to both meet the needs of their specific class cohort and reflect their own creativity and style.

We are a values-driven family of schools sharply focussed on community transformation and providing our children and families with life-changing educational opportunities. Think about your skills, expertise and ambitions carefully and apply for a post with us if you like what you see. We encourage you to familiarise yourself with our website and our school inspection reports for more detailed background information. We are a really ambitious family of schools and are keen to recruit the very best teachers to join our fantastic team.

We're looking for:

- Inspirational teachers to join us on our continued journey towards providing a world class quality of education;
- Someone who works really hard and is generous with their time;
- Staff looking for real challenge and seeking to progress their career through hard work and unlimited opportunities – we welcome ambition;
- Staff who want to be professionally respected, well supported and developed;
- Teachers who have personality and a sense of humour;
- Highly professional, positive teachers who will do almost anything to get the job done to a very high standard and secure the very best outcomes for pupils;
- Creative people who can think 'out of the box' and contribute to our vision, and
- Someone with 'fire in their belly' who will fight for our children to succeed and really care about them.
- Standards are incredibly high for every pupil and all staff members. You will be heavily invested in, protected from peripheral meetings, distractions and competing demands to be able to focus on teaching and learning. The only things that really matter are:
- Creative, high quality, high impact planning;
- Sustained excellent marking and response to pupils' recorded learning;
- Classrooms that are incredibly well-organised and highly stimulating, and last but not least,

- Inspiring delivery and teaching that empowers our children, unlocks their full potential and ensures maximum progress possible.



We will ensure that you have the freedom to innovate and we will nurture your creativity. All our systems and procedures are fully aligned to standards and supporting staff and pupils to achieve their very best.

Although we are a really successful Federation it doesn't mean that our work is ever finished. We're looking for talented teachers to further enrich our organisation and develop our practice. From experience, brilliant teachers do not always realise that they are exceptional; they tend to be highly reflective and are often very modest. If you are keen to continue developing your learning and skills, we can offer outstanding opportunities both within our schools and beyond.

Our newly appointed NQTs will be paid full monthly salary from the point you complete your training course. This means that, being paid over the summer, you can avoid the need to find interim work, have a break and be able to set up your classroom to a high standard ahead of the staff training days and children returning to school. Your full induction into our schools begins in the summer term so you hit the floor sprinting in September.

We are sensitive to considerations such as where you may already live, preference of area and your existing childcare arrangements. If you have any preference of Federation school or locality, please do indicate this on your application form and we will do our best to accommodate you.

Warm regards,

Sir Craig Tunstall

Chief Executive Headteacher

National Leader of Education

Your CPD Opportunities

We provide high quality internal training for all our staff which includes; INSET day training for staff to develop you in your role and provide you with the necessary knowledge, resources and attributes to be successful in your post. Specific training programmes for more experienced teachers, we also provide excellent internal leadership training for our middle leaders and Senior Team. We provide unlimited peer observation opportunities for you to observe and work alongside our many sparkling practitioners. Our NQT training is organised centrally as a family of schools and, in addition to central NQT training, we provide bespoke and personalised training.

Gipsy Hill and Mayflower Federations are currently in the process of converting into a Multi Academy Trust (MAT). Therefore any new staff who will be starting on or after the conversion will be subject to MAT's terms and conditions. We are awaiting confirmation of the conversion date. As soon as we have further information we shall advise you accordingly.

Your Career Progression

We have created the opportunity to become a Leading Practitioner which is our Federation equivalent of Advanced Skills Teacher Status. The role provides career and salary progression for those colleagues either keen to secure future Deputy Head or Headteacher posts, or as a long-term opportunity to remain in the classroom whilst having wider impact. The Leading Practitioner role comes with a TLR 2B (currently £4,500) plus Federation Leadership Allowance of £1,000 and a weekly half day of classroom release in addition to Planning, Preparation and Assessment (PPA) to undertake school improvement work, coaching and modelled teaching. Candidates are asked to state clearly in their Supporting Statements (part of the application form) if they would like to be considered for a TLR post. Equally, candidates applying for TLRs need to clearly describe their particular area(s) of expertise and ability to lead across our Federation of schools.

The Interview Process

Our interview process consists of three parts:

1. A 'lesson' that will be observed (approximately 45 minutes). We will review your application and consider your experience when selecting the appropriate year group for your observation. However if you have a particular preference please state this in your application and we will try to accommodate where possible. The content of the session should be literacy or maths (although this can be in an interesting and creative curriculum context) - unless you are applying for a specialist music or French role.
2. Lesson self-evaluation (15 minutes)
3. Panel interview (approximately 45 minutes including 15 minutes preparation).

Full details of the process will be contained in your interview invite email.

How to Apply

Please email your completed application form and supporting statement (we only accept CVs to our Talent Pool) to recruitment@ghf.london

Shortlisted candidates will be notified by telephone and also by email. Unfortunately, due to the very high level of response we receive for posts in our Federation, we are unable to inform applicants if they have not been shortlisted and feedback will only be provided if you have had an interview.

Federation Vision

Our Federation recognises the potential of every individual to achieve excellence. We strive to positively address underachievement and have very high expectations for all members of our school community. We work hard to creatively remove barriers to achievement and raise esteem. We are determined to create a true culture of “learning for all” through meaningful partnerships with the whole Federation community.

Everyone works to provide a welcoming, calm, happy and purposeful atmosphere. Consideration, encouragement of positive role models, respect for others, their property and the environment are our priorities. We aim to deliver a broad, balanced and enriched curriculum in an optimum learning environment that is attractive, stimulating, informative and instils a sense of pride.

From our stated aims, the whole Federation community works to achieve the following objectives:

- A happy, calm and nurturing Federation community;
- A highly stimulating learning environment;
- Mutual respect and understanding;
- An inclusive education free from discrimination;
- Encouragement to make informed and responsible choices about how we behave and the impact of this on others;
- Very high standards and expectations / intolerance of underachievement;
- Access to an exciting, progressive and varied curriculum;
- Development of self-motivation, independence, positive attitudes and confidence, and



- Provide positive and diverse role models. There will be clear evidence of these objectives around the whole school. All adults working here must share, understand and demonstrate the practise of them

Job Description including Main Duties and Responsibilities

Start date	July 2017 (NQTs) / September 2017
Salary	Main Scale (Inner London)
Pension	Teachers' Pension
Contract	Permanent
Responsible to	Year Leader, Federation Senior Leadership Team
Other Benefits	Childcare vouchers, contribution to eye care, Annual season ticket loan and cycle scheme.
Application deadline:	**30th June 2017**
Shortlisting date:	**30th June 2017**
Interview Date:	**TBC**
	Completed application should be sent to: recruitment@ghf.london

Purpose of Job

- To provide for the educational, social, moral, spiritual and cultural development for each individual child in the class.
- To inspire pupils of all abilities in your class through highest possible quality of teaching and learning opportunities underpinned by excellent, thoughtfully differentiated and personalised curriculum planning.
- To create and maintain an optimum classroom learning environment that reflects outstanding quality of provision across the school and Federation.
- To mark and respond to pupils' learning in a way that reflects highest quality provision, raises self-esteem and accelerates their progress.
- To enable our Federation Vision to become a reality for every pupil.

Professional Duties

Teaching

- Contributing to the preparation and development of programmes of study, schemes of work, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements throughout the Federation, including school trips, special assemblies, performances and special events. We have a detailed and comprehensive Federation Curriculum Framework, to guarantee progression and breadth of learning for pupils, which teachers are required to follow and contribute towards.
- Planning, preparing and assessing lessons in line with Federation policies and schemes of work. Whilst teachers support each other through weekly Year Team planning, it is the responsibility of every individual teacher to ensure that planning is completed to a high standard and is personalised to pupils in the class and your individual style as a teacher professional.
- Teaching of lessons according to the individual needs of pupils, having high expectations and setting challenging targets for pupils of all abilities.
- Actively promote the inclusion and acceptance of all children within the classroom ensuring equal access to lessons and their content.

- Setting of work for pupils who may not be able to attend school, in agreement with the Headteacher.
- Marking work and providing highest quality feedback (including homework in accordance with the Federation Homework Policy) to pupils and parents in line with the Federation Marking Policy.
- Keeping up to date assessments on the development, progress and attainment of pupils and recording and reporting these assessments in line with the Federation Assessment Policies.
- Administering assessment tasks and tests in line with Federation policy.

Other Activities

- To promote the positive ethos and culture of the Federation to other staff, governors, parents, children and members of the wider community.
- Contribute to and support the overall ethos / work / aims of the Federation.
- Comply with, support and promote all Federation policies and procedures, particularly those relating to Child Protection & Safeguarding; Prevent Strategy; Equal Opportunities; Racial Equality; Health, Safety & Security; Confidentiality; Acceptable Use of Internet & Social Media; Behaviour; and Data Protection, reporting concerns to the Headteacher.
- Be aware of and support pupil differences and ensure that all pupils have equal access to all school opportunities to learn and develop.
- To promote the general progress and well-being of individual pupils throughout the Federation.
- To provide advice and guidance to pupils and parents on educational, emotional, behavioural and social matters in line with school policies and in consultation with the Headteacher.
- Keep records and make reports on the personal and social needs of pupils.
- Communicate and co-operate with other agencies to support the educational, development/general progress and well-being of individual pupils and to participate in meetings arranged for any purposes described above including SEN Meetings.
- To inform the Headteacher immediately of any concerns regarding a pupil's welfare.
- To communicate and consult with parents of pupils and provide an accurate written annual report for parents.
- To maintain excellent behaviour among pupils throughout the school, in line with the Federation Behaviour Policy.
- To safeguard every pupil's health, safety and well-being in line with Federation policies.
- To participate in staff meetings which relate to the curriculum, administration or organisation of the Federation, including pastoral arrangements.
- To lead assemblies and to attend assemblies, when requested by the Headteacher.
- To register pupils at the start of the school day and after the lunch break.
- To supervise pupils throughout the school during playtimes and at any other times requested by the Headteacher.

Management

- To plan, organise and manage the work of EYEs and Teaching Assistants assigned to the class, in order to have a positive impact on pupil progress.
- To liaise with the Inclusion Team to contribute to the planning and organising of the work of TAs in order to have a positive impact on pupil progress, whilst understanding that the progress of every child in the class is your own responsibility. ('inclusion' is not the responsibility of a separate team)
- To ensure that the EYEs and TAs assigned to the class meets all of the responsibilities as set out in their job description, in a timely and effective manner.

Training and Development

- Review and evaluate the teaching methods and schemes of work.



- Participate in training and development activities in school or at other providers in order to improve professional skills and knowledge.
- To participate in performance management and appraisal reviews in line with Federation policy.

To carry out any other duties reasonably requested by the Executive Headteacher, Headteacher or Deputy Headteachers. The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Executive Headteacher. This job description does not form part of the contract of employment. It describes the way in which the teacher is expected and required to perform and complete the particular duties as set out above.

Exercise of Particular Duties

The conditions of employment of teachers, taken from the School Teachers' Pay and Conditions Document (2015 and updates every year), specifies the professional duties required to be carried out by all teachers. In addition "a teacher employed as a teacher in a school shall perform, in accordance with any directions which may be reasonably given to him by the Headteacher from time to time, such particular duties as may reasonably be assigned to him."



Person Specification

Essential Requirements

- Qualified Teacher Status (or UK approved equivalent which fulfils current requirements). For NQTs this mean that you must successfully pass your Skills Tests.
- Extensive and secure knowledge of primary and / or early years practice.
- Comprehensive knowledge and / or significant experience across the primary National Curriculum.
- Evidence of sustained high quality teaching and reflective practice.
- An ability to demonstrate high level skills in classroom organisation and management leading to the promotion of very good behaviour and discipline in school.
- Ability to establish an optimum learning environment for pupils. (through highly stimulating displays, quality labelling and a high level of organisation and tidiness)
- IT literate and fluent in using an interactive whiteboard.
- An ability to differentiate the curriculum leading to highest possible levels of achievement for children who have a diversity of needs and interests.
- An awareness of recently published material eg: national initiatives and strategies for raising achievement.
- A commitment to the wider development of the school, Federation, its pupils, parents and local community.
- An ability to establish good working relationships with colleagues and pupils, and a strong desire to learn and grow professionally.
- A strong commitment to Equal Opportunities / Safeguarding.
- High level of emotional intelligence and interpersonal intelligence / strong team working skills
- Experience of data and statistical analysis.

National Standards for Teachers

Teachers' Standards is the core document for practising teachers at Gipsy Hill Federation and defines their daily role and responsibilities. The Standards encompass teachers' job descriptions, reflect the school SIP and constitute the framework for our Performance Management.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistency and positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.

- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities:

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Part two: Personal and Professional Conduct

A teacher is expected to:

A teacher is expected to demonstrate consistent high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.

Equal Opportunities

Gipsy Hill Federation and Mayflower Federation is an equal opportunity employer. We welcome applications from all suitable candidates, regardless of race, gender, sexual orientation, disability or age. All applications are treated on merit.

Safeguarding

Gipsy Hill Federation, Mayflower Federation, Lambeth and Southwark council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All staff will be expected to hold or be willing to obtain an enhanced DBS disclosure for this authority.

Click or scan to watch our recruitment video!

/gipsyhillfed

www.gipsyhillfederation.org.uk