

**RECEPTION CLASS TEACHER**

**To start 1st September 2019 (90% contract)**



The Job

Moor Park is seeking a Reception Teacher who will fit into our culture of educational innovation and excellence. We are a staff room who value excellent and committed teaching and a school where colleagues value energy, innovation and mutually supportive relationships. Applications are welcome from new entrants to the profession and from established teachers keen to contribute to the further development of teaching and learning.

The School

Moor Park is an IAPS, co-educational, boarding and day school of Catholic foundation accepting pupils from 3 months to 13 years of age. Children from 3 months to rising three are catered for in our Tick Tock nursery/child care setting which runs for 50 weeks in the year. Thereafter, children enter the Pre-prep until the end of Year 2. The Middle and Upper Schools complete a Moor Park education before the children leave to the full range of senior schools both locally and nationally, many with scholarships in the full range of disciplines despite being a non-selective school. In the last two years, 59 children have won a total of 53 scholarships and awards, an enviable record. Children have won academic awards to Harrow, Radley and Shrewsbury (amongst others) in the last three years.

Being a boarding school for the 8 to 13 year olds, the school operates on a 24/7 basis during term time and children take advantage of the beautiful surroundings and excellent facilities. The school is built around a magnificent 18th century country mansion in approximately 85 acres of stunning grounds, which include playing fields, woodland and a lake. It is situated just outside the market town of Ludlow in the beautiful Shropshire countryside.

Early Years

We were delighted to be deemed as Outstanding in all areas by the ISI Inspectorate in our May 2016 Inspection report.

The Reception classroom at Moor Park follows the principles laid out in the EYFS and is very much still a play-based environment. We believe that even though we are increasing the children’s capacity to listen and focus on learning tasks, at this age, they still learn most effectively through play. In a large, bright and airy classroom, the children have access to construction, role-play and creative areas such as paints and play dough. Their room is open plan with the aim of allowing children to choose how and where they play and develop their ideas as they do.

The aim is to create learning opportunities from the children’s play and so we design mathematical challenges for the children to solve and encourage writing to be an integrated element in their play.

Time is dedicated each morning to developing the children’s numeracy and literacy skills. Lessons are fun, lively and practical, ensuring that all children make progress, at their own level and at their own pace. It is truly amazing to see the progress that children make at this stage and the most important thing is that they develop the confidence to have a go; to use their phonic knowledge to sound out words, to write plausible and phonetically accurate sentences, to have a bank of strategies to solve a number puzzle. Many children will be very confident readers and writers by the time they leave Reception.

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| Reception children eat lunch and share a playground with the children in Year 1 and Year 2. The playground has a climbing frame and swings, a playhouse and plenty of toys for the children to enjoy. There is also a selection of scooters and ride on trikes. The older children provide wonderful role models and the children will often be found playing together in mixed aged groups. | age3image31008 |
|  | The Reception curriculum is varied and designed to give pupils a first glimpse at a range of new and exciting experiences. The children begin French lessons, have a weekly session in our C&IT lab, visit our DT room to do woodwork (using saws and drills!), create ceramics in the art room and music is also taught by a specialist teacher. There is no doubt that there is a valuable space for specialist teaching, even at this age, and that is why we have introduced weekly Mini-Movers dance classes and Sports Stars sessions.  |
| These will enhance the children’s coordination and confidence and of course are a great deal of fun. Children can also have private tuition in swimming, ballet, tennis and taekwondo if they wish. |
| Wellies are the order of the day for walks around the school grounds and for sessions in our wonderful and rather magical Woodland School site. Children are able to collect water from the stream for their mud pies, play hide and seek in the bamboo dens and make hibernation hotels from sticks and twigs for the mini-beasts in the woods. They observe the seasons changing around them and the children are truly lucky to be able to learn in such a beautiful environment. | age2image19368 |

Children move through to Reception in the September following their fourth birthday and attend five days a week.

The Local Area

Shropshire is an extraordinary place to live and many families have found that they can bring up children in a safe and beautiful environment for a fraction of the cost of living in the South East. Moor Park is close to the historic town of Ludlow, well known for its high-end restaurants and food is a real feature of the area. Outdoor enthusiasts would also enjoy everything on offer. Property prices are still relatively low, for now, and we enjoy good relationships with the local estate agents who would be happy to help with a candidate looking to relocate.

Outline of Professional Duties

The following duties shall be deemed to be included in the professional duties which the Teacher may be required to perform:

Teaching

* 1. Planning and preparing courses and lessons;
	2. Teaching classes and pupils, differentiating where appropriate according to their needs, setting and marking pupils’ work in keeping with policy;
	3. Assessing, recording and reporting on the development, progress and attainment of pupils;
	4. Participating in arrangements for further training and professional development as a teacher.

Other Activities

* 1. Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her;
	2. Providing guidance and advice to pupils on educational and social matters; making relevant records and reports;
	3. Making records of and reports on the personal and social needs of pupils;
	4. Communicating and consulting with the parents of pupils;
	5. Communicating and co-operating with persons or bodies outside the school;
	6. Participating in meetings arranged for any of the purposes described above;
	7. Planning and undertaking activity sessions and/or games periods as required by the Head;
	8. Participating in the duty rota for the general supervision of the pupils;
	9. Attending meetings as necessary;
	10. Accompanying pupils on trips away from the School;
	11. Playing an active part in the busy life of a boarding school;
	12. Attending services and assemblies, supporting the Catholic ethos of the School;
	13. Registering the attendance of pupils and supervising pupils, whether those duties are to be performed before, during or after school sessions;
	14. Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support including for the teachers in the School and the ordering and allocation of equipment and materials;
	15. Any other duties as reasonably requested by the Head.

Assessments and reports

1. Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

Educational methods

1. Advising and co-operating with the Head and other teachers (or any one or more of them) on the preparation and development of courses, study, teaching materials, methods of teaching and assessment and pastoral arrangements.

Continuing Professional Development

1. Maintain a thorough and up-to-date knowledge of the teaching of your subjects;
2. Take responsibility for your professional development and use the outcomes to improve your teaching and pupils’ learning

Child Protection, Discipline, health and safety

1. Promoting and safeguarding the welfare of children and young persons for whom you are responsible and with whom you come into contact.
2. Maintaining good order and discipline among pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Staff Meetings

1. Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

Cover

1. Supervising and, so far as practicable teaching any pupils whose teacher is not available to teach them.

Outline of Personal Qualities, Skills and Experience

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|  | Required | Evidence |
| Qualifications | * A record or good academic achievement including a relevant degree.
* PGCE, QTS or EYPS
* Fluency in oral and written English
 | Application Form |
| Teaching and Learning | * Excellent knowledge of EYFS
* Good knowledge of the new primary curriculum
* Evidence of creative and innovative approach to teaching and learning in EYFS
* Commitment to improving, monitoring and evaluating teaching and learning
* Track record of excellence in the classroom
 | Application FormLetterLesson observation and InterviewReferences |
| Personal Qualities | * The ability to empathise with and develop prep-school children of all abilities in a holistic sense High levels of personal and professional integrity
* Commitment to academic excellence
* Personal warmth, good rapport with pupils, colleagues and parents
* Excellent organisational skills to maintain a safe environment
* Commitment to continuing professional development
* A desire to be involved fully in the life of a busy prep school
* Confident use of ICT
 | InterviewApplication FormLetterReferences |
| Philosophy and Ethos | * To share the commitment to safeguarding and promoting the welfare of children and young people
* Commitment to best practice in pastoral support and student welfare
* Commitment to helping with extra-curricular activities and curriculum enrichment
* Commitment to Moor Park Mindsets; initiative. creativity, curiosity, confidence, critical thought, independence and resilience
 | InterviewApplication FormLetterReferences  |

How to Apply

Please apply using the schools Application Form and send with covering letter to

Mrs Karen Bunce

HR Officer

Moor Park School

Richard’s Castle

Ludlow

Shropshire SY8 4DZ

Email: hr@moorpark.org.uk

Closing date for applications is Sunday 19th May 2019 (midnight)

Interviews will be held w/c 20th May 2019

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Moor Park is a special place for children to develop within a caring, nurturing environment, having fun and playing in the beautiful grounds. It is a truly co-educational experience with boys and girls being encouraged to work and play together. We believe that each child has their own specific needs and we help children grow in confidence whilst discovering their own talents.