

CLASS TEACHER INFORMATION FOR CANDIDATES The Hayes Primary School



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Book Week

Welcome from the Head Teacher



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Website: www.thehayesprimaryschool.co.uk

Dear Applicant,

I am delighted that you are interested in joining the team here at The Hayes Primary School as a class teacher. I hope this pack will be of interest to you and look forward to receiving your completed application.

I am proud that at The Hayes, our children 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 and home support, understand that it is an opportunity to grow. We expect the children to do their best at all times and don't do this in isolation, we are lucky to work alongside parents and local schools because we appreciate the value and insight they give our children.

This is the community you are being invited to join.

We are a larger than average-sized school with a capacity of 420 pupils, situated in Kenley. We have a large school field, large hall and swimming pool and a strong tradition in sport and the arts. Our vision is: *'Be the best we can be'* and this is what we ask of our children and staff. All who work at our school are passionate about improving the life chances of pupils and love making learning fun. For our children, an excellent education will make a defining difference in their lives- it is essential that we recruit staff who share this commitment and passion.

Our last Ofsted inspection was in May 2023 where we maintained our GOOD grade. This report cited:

Vision and Values: *'Pupils and staff embrace the school's motto: 'be the best you can be'.*

Our Pupils: *'Pupils work hard and behave well, meeting the high expectations that staff have of them. Pupils get along well with their peers in lessons and around school. Pupils feel safe and are kept safe at school'.*

Curriculum: *'Pupils follow a well-organised curriculum. They produce work of good quality in different subjects and are well prepared for the next stage of their education'.*

Leadership: *'Leaders have planned an ambitious curriculum in line with what pupils need to learn nationally. This is sequenced so that pupils, including those with special educational needs and/or disabilities (SEND), build their knowledge securely over time'.*

Safeguarding is effective: *'Leaders provide appropriate training for staff. Staff know how to raise concerns should they need to. Governors are diligent in ensuring that the school meets its safeguarding duties.*

The curriculum is designed to help pupils understand how to stay safe, including online. Pupils are taught how to seek help for themselves or a peer. Some pupils are trained mental health ambassadors and take pride in this role'.

As part of The Hayes team, you will work alongside friendly, passionate and committed colleagues to play an active role as our school develops further on the pathway to outstanding. You can expect from us a school dedicated to your professional learning, a supportive leadership team, governing body, parents and carers and of course- our wonderful children that make our school very special.

Come and join our amazing school, a warm welcome awaits you! This role is a tremendous opportunity for a dedicated and ambitious individual looking for a new challenging and rewarding role to start in September 2024.



We hope you enjoy exploring our website to get a feel for our vibrant and unique school:

www.thehayesprimaryschool.co.uk

I look forward to your application.

Yours sincerely

Mrs Laura Olley
Head Teacher



Our Pupils

Here at The Hayes, we want our pupils to develop as well-rounded individuals. We believe that as well as learning knowledge and skills, it is important that the children develop personal traits and values that will equip them for life at school, but will also stay with them for life. We strive to develop the very best behaviour in our pupils through developing their understanding of the world around them and their place within it.

We are 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 Hayes Family' and we really do look after each other. At The Hayes, each child belongs to one of our four house groups – Ashcroft, Lawrence, Seacole and Johnson. There are opportunities throughout the year for the children to represent their houses in inter-house sports competitions and sports day.

Our pupils are the beating heart of our community. We encourage our children to be independent, respectful, kind, resilient 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. As such, we have several positions, many of which are open to children of all ages, that enhance the learning experience at our school:

- *Pupil Advocates
- *School Council
- *Junior Travel Ambassadors
- *Playground Buddies
- *Mental Health Champions
- *Eco Warriors
- *RRS Warriors



Appointment of Class Teacher

SCHOOL	The Hayes Primary School
TELEPHONE	020 8660 4863
WEBSITE	www.thehayesprimaryschool.co.uk
SCHOOL SIZE	Capacity 420
SALARY RANGE	Teacher Main Pay Scale or UPS
CONTRACT TYPE	Full Time
CONTRACT TERM	Permanent Contract
REPORTING TO	The Head Teacher
START DATE	September 2024

Selection Arrangement – the process

Thank you for your interest in the post of Class Teacher at The Hayes Primary School.

*You can download an application form from our website: [Vacancies | The Hayes Primary School](#)

*Please forward your completed application form and supporting statement (please ensure you demonstrate your knowledge/skills/experience meet the requirements of the Person Specification) via email to Mrs Laura Olley: head@hayesprimary.croydon.sch.uk

*If you are shortlisted, you will be contacted with further details prior to interview. If you are unsuccessful, we will also inform via email.

Closing date: Tuesday 14th May 2014 @12pm.

Interview date: Friday 17th May 2024.

Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date and time as late applications will not be accepted. You also need to follow the application form carefully, providing a supporting statement that follows our Person Specification (please use the appropriate numbered statements as sub headings from the Person Specification).

Safer Recruitment

The Hayes Primary is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our children 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.

Referees: in order to comply with the guidance on safer recruitment, you are requested to provide two referees in line with the following guidance:

*References will be required pre interview – please advise referees.

*One reference from your current employer (the Head Teacher or from your University if you are not yet in employment) and one reference from your previous employer if employed by them within the last 5 years, otherwise one from another suitable professional, preferably in education.

*Your referees will need to send their reference via a professional email account.

Equal Opportunities: at The Hayes, we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study here 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, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.





CLASS TEACHER JOB DESCRIPTION

Job Title	Class Teacher		
School	The Hayes Primary School	Salary Range	Teacher Main Pay Scale or UPS
Contract Type	Full Time	Contract Term	Permanent
Responsible to: The Head Teacher and the Board of Governors of The Hayes Primary School			

Purpose of Post:

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document. Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the priorities of our Improvement Plan.

Main Responsibilities:

- *To take responsibility for the effective 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.
- *To promote the agreed vision, values and aims of The Hayes Primary School.
- *To support and promote the ethos of The Hayes Primary School.
- *To provide an example of inspirational and outstanding teaching for pupils and colleagues.
- *To be committed to raising standards of achievement.
- *To take an active part in the life of our school and to be prepared to take on an extra-curricular activity.

Relationships with Children and Young People

- *Have high expectations of children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them which are based on mutual respect.
- *Hold positive values and attitudes and adopt high standards of behaviour in your professional role.

Frameworks

- *Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which you work. To contribute to the development, implementation and evaluation of the policies and practice of The Hayes, including those designed to promote equality of opportunity.

Communicating and Working with Others

- *Communicate effectively with children and colleagues and convey timely and relevant information about attainment, objectives, progress and well-being with parents and carers.
- *Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of their children.
- *Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children, raising their levels of attainment.
- *Have a commitment to collaboration and co-operative working where appropriate.
- *Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
- *Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Personal and Professional Development

- *Evaluate own performance and be committed to improving practice through appropriate professional development.
- *Have a creative and constructively critical approach towards innovation; being prepared to adapt your practice where strengths and improvements are identified.
- *Act upon advice and feedback and be open to coaching and mentoring.

Professional Knowledge and Understanding

Teaching and Learning

*Have an excellent, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and Monitoring

- *Know the assessment requirements and arrangements for the subjects/curriculum areas you teach.
- *Know a range of approaches to assessment, including the importance of formative and summative.
- *Know how to use school, local and national statistical information to evaluate the effectiveness of your teaching, to monitor progress and to raise levels of attainment.

Subjects and Curriculum

- *Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy including: the contribution that curriculum areas can make to cross-curricular learning; and recent relevant developments.
- *Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies and other relevant initiatives across age and ability range you teach.

Literacy, Numeracy and ICT

*Know how to use skills in literacy, numeracy and ICT to support teaching and wider professional activities.

Professional Skills

Planning

- *Plan for progression and depth across the age and ability range you teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- *Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- *Plan, set and assess homework, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Teaching

Teach challenging, engaging, well-organised lessons across the age and ability range you teach in which you:

- *use an appropriate range of teaching strategies and resources which meet all learners' needs.
- *build on prior knowledge/attainment of your pupils to enable successful learning and sustained progress.
- *enable learners to apply new knowledge, understanding and skills.
- *introduce new ideas and concepts clearly, and use explanations, questions, discussions and plenaries effectively.
- *promote learners' self-control, independence and cooperation.

Reviewing Teaching and Learning

*Review the effectiveness of your teaching and its impact on learners' progress, attainment and well-being, refining approaches where necessary.

Assessing, Monitoring and Giving Feedback

- *Make effective use of a range of assessment, monitoring and recording strategies to give challenging learning objectives and targets and monitor learners' progress/ levels of attainment to plan future teaching
- *Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- *Use assessment to support and guide learners so that they can reflect on their learning and enable them to be independent learners.
- *Mark work, providing regular feedback, according to the agreed Marking and Presentation Policy.

Learning Environment

- *Provide a happy, welcoming, organised, creative and vibrant learning environment. Each class is individual based on cohort following our Environment Guide.
- *Maintain a high standard of display both in the classroom and in other areas of the school.



Behaviour

- *Maintain the highest standards of discipline amongst pupils when in and out of school.
- *Use a range of behaviour management techniques and strategies, adapting them as necessary to promote outstanding behaviour, in line with The Hayes Behaviour Policy.

Achievement and Diversity

- *Understand how children develop and progress and how their rate of development and well-being are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- *Know how to make effective personalised provision for those you teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in your teaching.
- *Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs alongside those with responsibility for safeguarding. Know when to draw upon their expertise and to refer to sources of information, advice and support from external agencies.

Safeguarding

- *Know the current legal requirements, guidance and follow safeguarding procedures using school policies to promote the well-being of children and know how to identify potential child abuse or neglect.
- *Know the local arrangements concerning the safeguarding of children and young people.

Personal Responsibilities

- *Carry out the duties and responsibilities of the post, in accordance with the Health and Safety Policies.
- *To use information technology systems in an effective manner and in line with new Data Protection Laws.
- *To undertake training and professional development as appropriate.

Other Responsibilities

- *To participate in scheduled meetings: a weekly team meeting, duty rosters, including taking assemblies.
- *To take responsibility for the management of other adults in the classroom.
- *Participate in duty rosters, including taking assemblies.
- *Participate in the school's performance management and other professional development activities, such as in-service training.
- *To take responsibility for a curriculum subject area as agreed with the Head Teacher.
- *To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.

Signed ----- Date -----





CLASS TEACHER PERSON SPECIFICATION

Training and Qualifications

Essential

1	Qualified Teacher Status. Educated to Degree Level
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Professional Skills and Abilities

		Essential	Desirable	Application	Interview	Observation/ Task
2	High level of organisational skills and an ability to take on new things	√		√	√	
3	Ability to deliver a creative curriculum	√		√	√	√
4	Ability to raise standards	√		√	√	
5	Ability to plan effective lessons for all pupils	√		√	√	√
6	Be able to use assessments of pupils' learning to inform next steps, both during the lesson and when planning for future lessons	√		√	√	√
7	Ability to identify successful inclusion strategies for all children	√		√	√	√
8	Effective behaviour management skills	√		√	√	√
9	Ability to lead a subject following a successful ECT induction (if applicable)	√		√	√	
10	Sound ICT knowledge and skills relating to class teaching, learning and progress.	√		√		√

Experience

		Essential	Desirable	Application	Interview	Observation/ Task
11	Proven exemplary classroom practice in a primary school	√		√	√	√
12	Experience in leading a subject area (if experienced)		√	√	√	

Professional Knowledge and Understanding

		Essential	Desirable	Application	Interview	Observation/ Task
13	Knowledge of National Curriculum across the phases (dep on experience)	√		√	√	
14	Understanding of how children learn	√		√	√	√
15	Knowledge of effective strategies to include, and meet the needs of all pupils (vulnerable groups of pupils, pupils with EAL, SEN and those in receipt of PPF).	√		√	√	√
16	Familiarity with the SEN Code of Practice 2014, and the requirement for quality first teaching to ensure inclusion	√		√	√	

17	Knowledge and understanding of the principles of assessment and effective record- keeping and their use to promote the educational and personal developments of the pupils in care	√		√	√	
18	An understanding of the issues to be considered in the development and application of whole school policies	√		√	√	
19	An understanding of Safeguarding procedures and responsibilities to keep children safe	√		√	√	√
20	Ability to institute sound procedures to ensure good behaviour and discipline in the school with the co-operation of all members of staff, pupils and parents	√		√	√	√
21	Knowledge of current educational issues	√		√	√	
22	Understanding of and commitment to equality of opportunity	√		√	√	
Personal Qualities						
		Essential	Desirable	Application	Interview	Observation/ Task
23	Possess interpersonal skills to help develop and maintain good relationships with pupils, staff, parents, governors and outside agencies (honesty, trust, loyalty, reliability, integrity and commitment).	√		√	√	√
24	Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	√		√	√	
25	An equable temperament and good sense of humour	√		√	√	√
26	Excellent written and verbal communication skills	√		√	√	
27	Ability to work effectively under pressure	√		√	√	√
28	Ability to present issues effectively to Governors, and others as necessary (depending on experience)		√	√	√	
29	Maintain a personal commitment to professional development linked to the Teacher Standards and School Improvement Plan	√		√	√	
Other Requirements						
		Essential	Desirable	Application	Interview	Observation/ Task
30	Set targets and complete tasks to deadlines	√		√	√	
31	Commitment to high educational standards, which maximise the achievements of all pupils	√		√	√	√
32	To be involved in wider life of the school	√		√	√	
33	Practice equal opportunities in all aspects of the role and around the work place in line with policy	√		√	√	

A = Application, I = Interview



M = met, PM = partly met, NM = not met.

Recruitment and Selection Statement

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in the school to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This school recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, and effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

The school will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The school will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to the school.

The following pre-employment checks will be required:

- ✓ receipt of at least two satisfactory references- verification of the candidate's identity
- ✓ a satisfactory Disclosure and Barring Service (DBS) disclosure verification of the candidate's medical fitness
- ✓ verification of qualifications
- ✓ verification of professional status where required e.g. QTS status (unless properly exempted) the production of evidence of the right to work in the UK.

NB It is illegal for anyone who is barred from working with children to apply for, or work in a school in any voluntary or paid capacity.

The school will keep and maintain a single central record of recruitment and vetting checks, in line with Department for Education requirements.

The school requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty. All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Disclosure and Barring Service Disclosure Certificate will only be accepted in certain restricted circumstances. The school is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The school's recruitment procedure (pre-employment checks) outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This School is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information. A copy of the School's Safer Recruitment Policy is available from the school upon request.