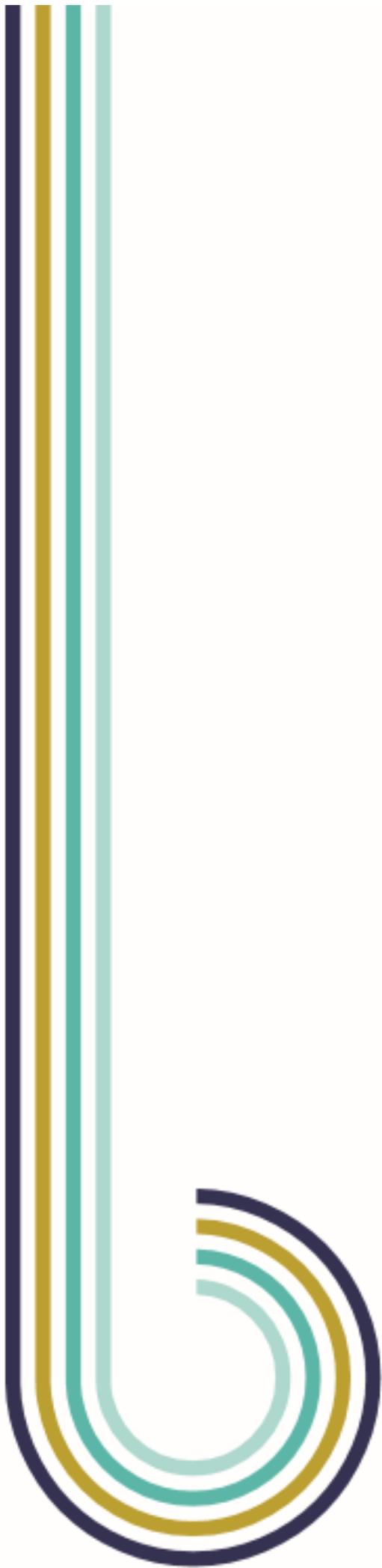




Enriching lives
Unleashing possibilities
Building futures



Ethos, Virtues and Values

*Enriching Lives
Unleashing Possibilities
Building Futures*

At Opossum, we believe that all pupils deserve high quality education which engages, inspires and challenges; so that everyone meets their full potential. We strive to create safe and happy learning environments which promote independence and high expectations of all. We are committed to providing opportunities which promote open mindedness, empathy and celebration of the rich and diverse communities which we serve; so that everyone is able to contribute positively to society. We are dedicated to promoting healthy lifestyle choices so that our pupils develop physically, emotionally and morally. We are determined that our pupils will be successful and will leave us as confident, highly educated members of the community.

We do this by:

- Raising achievement through quality first teaching which enthuses and motivates; aspiring all to fulfil their potential.
- Ensuring pupil voice is at the heart of all we do to enable children to become confident, resilient and reflective independent learners.
- Offering a broad and varied curriculum which ensures all children can read, write and are numerate.
- Having an open and welcoming environment where everyone feels welcome and included.

To fulfill these aims, Opossum believes that the development of staff is crucial; we therefore have strong Professional Development provision for the whole staff team. We ensure that every individual has a 'Pathway to Success' programme which enables all staff members to develop professionally, ensuring that everyone reaches their full potential. We believe that our **Staff are our greatest resource** and therefore we ensure that we invest in all members of the team across our family of schools.

Accreditation

At Opossum, we recognise the importance of working with outside agencies to quality assure the work we do, ensuring that the offer we provide is the very best it can be. Across our schools, we currently hold the following accreditations:

- Pan London Quality mark, Gold award for Professional Development
- AfPE with distinction for the work we do in Physical Education
- UNICEF Rights Respecting Award, Level 1 for embedding a rights respecting ethos across the school, UNICEF Rights' Respecting Award, Recognition of Commitment
- Healthy Schools London award, Bronze and Silver
- Outstanding award, Ofsted for providing an outstanding education for our pupils

Our Locations

Two of the schools are located in Leyton, east London - a 10 minute walk from the nearest underground stations. The schools are in very close proximity, less than 5 minutes walk apart. Leyton is a diverse, multi-cultural community which alongside neighbouring Stratford, is undergoing rapid regeneration, making it an exciting part of London to live and work.

Situated on the Central Line, Leyton is very accessible and a good base from which to explore all that London has to offer. We are one stop from the Olympic Park and shopping area in Stratford, a mere 12 minute tube ride to Liverpool Street, a very popular area of London for bars and restaurants, 30 minutes from Oxford Circus in central London or approximately 15 minutes from Epping Forest.

Two of our schools is located in Woodford Green, east London. The nearest overground station is Highams Park. Woodford Green is on the edge of Epping Forest which makes it a great place to enjoy outdoor activities.

The Federation works closely with partner schools based around London and Essex. Members of the leadership and wider staff teams work alongside colleagues in a range of contexts to support the practice of others and to further develop our own. We are deeply committed to collaboration, in recognition of the gains that can be made from working together.

For further Information, please visit our website on www.opossumed.org

Educational Consultancy

The team at Opossum have a successful and well respected reputation in delivering high quality training and consultancy both with the UK and internationally. Our team have all been recognised individually and collectively as being 'Outstanding' leaders by Ofsted and work as educational consultants, trainers and key note speakers delivering on national programmes as well as providing bespoke professional development and coaching/mentoring aimed at supporting both organisations and other educational professionals to develop their performance and pedagogy. The work of our consultancy team has been recognised as effective in local authority reviews, Ofsted inspections and performance reviews with the schools we work with having been successful in achieving their organisation aims. We also offer a range of professional development programmes for both teachers and leaders including our highly regarded Newly Qualified Teachers programme recognised as "*Outstanding*" by Ofsted. We can provide testimonials and reviews from professional experts and past delegates on request.

Recent clients for Opossum include;

- The Key,
- The National College of Teaching and Leadership, Department of Education UK,
- Essex Education Services, - *Prue has been the Associate Lead School Effectiveness Plus Adviser and is the Head of the Virtual Leadership Academy, EESforSchools, Essex*
- Cambridge Education, UK and Australia
- Jersey State Education Department,
- Capita
- University of Santiago, Chile
- Department of Education, Chile
- Mayor of London Education Department
- Bastow Institute of Educational Leadership, Department of Education & Training Victoria, Australia
- Family Planning Victoria – Australia



Our team comprises of:

Prudence (Prue) Barnes-Kemp Executive Headteacher & Education Consultant

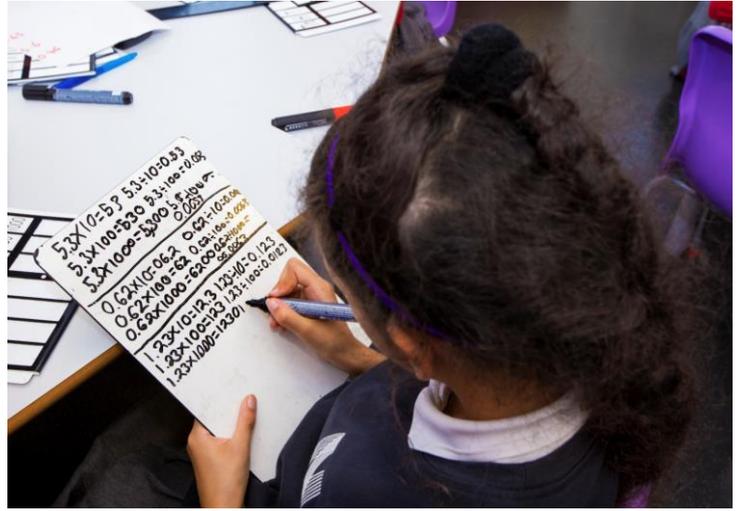
BA Educational Studies, Post Graduate Certificate in Education; Behaviour and Attendance & MA in Educational Leadership

An Australian trained UK executive headteacher with extensive experience in the London setting; most recently as an Executive Headteacher of the Opossum Federation of schools in east London. Prue is also currently the Associate Lead School Effectiveness Plus Adviser and the named Head of the Virtual Leadership Academy, EES for Schools (Essex County Council). As a successful school leader, Prue works as an education consultant, trainer, key note speaker and sessional lecturer both nationally and internationally. She has supported regional policy and practice development in the Personal, Social, Health Education curriculum for primary and secondary schools. Prue works with teachers, leaders and educational professionals in the service delivery of bespoke, brokered support packages for organisations both within and outside the education sector.

Lisa McIntyre – Head of Opossum Federation

BEd, Diploma of Teaching, Post Graduate Certificate in Education: NaSENCO

Lisa is a New Zealand trained teacher with almost 25 years' experience – 18 of which have been in the UK. Lisa has held senior leadership posts for more than ten years and has been instrumental in leading both subject and whole school settings to achieve 'Outstanding' ratings by inspection teams.



Lisa has led whole school reviews and health checks on Safeguarding and Teaching, Learning and Assessment as well as SEN on behalf of our consultancy. Lisa has had significant involvement in policy development, organisational structures, school evaluation and development planning. She is currently leading the Opossum Federation of Schools; working with leaders to develop practice in each.

Ashley Walker – Head of School and Educational Consultant

BSc Hon, Post Graduate Certificate in Education & MA in Primary Policy and Practice.

Ashley has worked in London schools for the past eight years, primarily focusing on developing and embedding the Quality of Teaching to ensure high standards for pupils.

Ashley has a wealth of experience in working alongside staff, coaching and mentoring them and developing bespoke professional development opportunities, to ensure that teaching across schools is Outstanding. Ashley also works across Local Authorities and internationally as an educational consultant, delivering bespoke training programmes for a variety of different staff and contexts.

She has recently delivered a conference at the University of Santiago, Chile, entitled 'Effective Mentorship'. Ashley has also written, and delivers, an annual professional development programme for Newly Qualified Teachers, teachers in their second year of teaching and for teachers wanting to secure Outstanding practice.

Teaching Opportunities at Opossum Federation – *Oakhill Primary School*

Year 6 teacher to cover Maternity Leave – To start in January 2018 or sooner

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We are looking for enthusiastic and committed teachers to join our team in January 2018 or sooner.

What we offer:

- Our teachers are provided with an **iPad, Mac Air**, and access to other necessary resources.
- **In addition to PPA release** time we provide additional non-contact days each half term for planning and assessment moderation.
- Our teachers are offered a competitive London salary package and our NQT's are put on the payroll from 1st July.
- **Specialist Tutors** teach PE, Music, French and Art.
- An innovative personalised **Professional Development** for all career stages.

We offer a bespoke package of training to our NQTs which includes:

- A two day off site conference at the start of the academic year
- Taught sessions and Peer Observations
- Modelled/ Team Teaching
- Action Research Project
- Cross school visits
- Mentoring – Tutor and Peer
- Detailed one year Induction programme

If our offer is what you are looking for and you feel you have the necessary skills to contribute to our continuing successful journey we would love to hear from you.

To download an application pack, please visit either of our website at www.opossumed.org.uk. Please submit all completed Applications to Raihana Patel at rp@opossumed.org

Only applications submitted on the School's application form will be considered.

**Closing dates for applications is Monday 10th November 2017, 5.00pm.
Interviews will take place week commencing 20th November 2017**

All posts are subject to an enhanced DBS clearance and Satisfactory References and candidates are required to submit a self – disclosure form with their application.

JOB DESCRIPTION

As a class teacher, you will be expected to:

Teaching

- Plan, prepare and teach lessons;
- Assess and record learning carried out by pupils;
- Evaluate attainment and progression of pupils;
- Support school behavioural policies encouraging reinforcement of positive behaviour.

General

- Develop supportive relationships with pupils;
- Communicate and consult with parents of pupils;
- Liaise with school staff, parents and other professionals to support pupils learning;
- Participate in meetings as deemed necessary;
- Provide oral and written assessments, reports and references relating to individual pupils as required;
- Plan as part of a year group, contributing ideas and sharing resources with colleagues;
- Lead assemblies occasionally, taking turns on the school rota, and to prepare class/year group contributions to open assemblies and performances for parents;
- Participate in teacher appraisal procedures;
- To keep professional skills up to date and maintain a personal professional development file as a record of ongoing training;
- To evaluate externally provided training attended and to feedback useful information to aid school development;
- Promote the safeguarding and health and of the whole school community when on school premises or when engaged in school activities elsewhere;
- To inform the Head Teacher or Designated Safeguarding Lead of any concerns about any of the children in your care;
- Support and implement the aims of the Dawlish and Newport Schools' Federation.
- The job description and allocation of particular responsibilities may be amended from time to time.

PERSON SPECIFICATION

N.B. All criteria are essential unless marked D (desirable)

Qualifications

Qualified Teacher Status

Experience

Relevant teaching experience – Primary and/or Early Years

Commitments

- A commitment to creating a learning environment which provides equal opportunities for all
- A commitment to providing inclusive education
- A commitment to parental partnership in the learning process
- A commitment to teaching through first-hand experiences and problem solving
- A commitment to working within an multi-cultural environment
- A commitment to individualised learning

Knowledge/Relevant experience

- An understanding of the different ways in which pupils learn
- An understanding of a variety of teaching styles
- An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care
- An understanding of a variety of ways in which pupils might be considered to have special educational needs

Skills

- Evidence of the ability to communicate clearly, both orally and in written form
- Evidence of the ability to plan/organise and monitor the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs
- Evidence of an ability and willingness to work co-operatively with colleagues, outside agencies and parents
- Evidence of the ability to lead pupils towards self-discipline, of setting boundaries and ensuring pupils observe these
- Evidence of the ability to effectively assess pupils' educational progress



Contact:

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