

Rotherfield Primary School

Rotherfield Street, London, N1 3EE

Tel: 020 7226 6620

Email: admin@rotherfield.islington.sch.uk

www.rotherfieldprimaryschool.co.uk

Executive Headteacher: Abi Misselbrook-Lovejoy

Head of School: Joanna Jones



Rotherfield
Primary School

Rotherfield Primary School

Class Teacher

RTH/517

Closing Date: 9:00am, Monday 20th January 2020

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Information about the school

You can find more information about our school from:

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

Rotherfield is a vibrant, two form entry school, with Nursery, serving a diverse community in Islington. Rotherfield is situated just off Essex Road in Islington, with good transport links.

Rotherfield is a four storey Victorian building. In the corner of our playground we have kitchen garden beds and fruit trees making our fabulous 'edible garden'. Produce from the garden is used in our curriculum kitchen which was funded and runs in partnership with Jamie Oliver's Better Food Foundation. The school has recently refurbished its EYFS playground and also gets to use some greenspace land opposite the school as an extra playground and outside learning space.

We were rated good at our last inspection (February 2018) and are working hard to continuously improve. Rotherfield is at an exciting phase in its development. We are in a partnership with another Islington School (Newington Green). Our Executive Head works across both schools, and we work closely in partnership with 19 other Islington Schools through a collaborative network called Futurezone.

We have a team of specialist staff working across both schools- computing, Spanish, art, parental engagement and music. Our pupils enjoy a rich curriculum. This year we launched Rotherfield Out and About- which ensures all our pupils get access to great cultural enrichment activities through the year.

Rotherfield has such a wonderful committed staff. It is a lovely friendly place to work that really is part of the local community.

The early years classrooms and outdoor area are being completely refurbished in 2020. Along with the school refurbishment, this will make the space really inspirational for learning and playing!

The very best way to find out if Rotherfield is right for you is to come and visit us! This will give you a real sense of what it would be like to work here. Our Executive Headteacher or Head of School are always delighted to show candidates around and talk informally about posts available.

Why do staff work here?



Lucy

I joined Rotherfield nearly 4 years ago as a Year 2 teacher and I have hugely enjoyed my time here. Throughout that time I have worked with a variety of excellent support staff and the relationships between staff are friendly and positive, making it a happy place to work.

Having previously worked in Barnet, which is very well respected for its borough support, I was unsure what to expect from Islington. But it has been a fantastic borough to work in. We have regular network meetings where staff from the same year groups gather to discuss and share good practise, as well as supportive visits from borough experts which I know has helped me develop as a teacher.

The children I have taught have always been excited and enthusiastic to learn and through my teaching I feel like I'm having a positive impact on their lives. Children come from a huge range of cultures and backgrounds which makes it an interesting and dynamic environment to teach in.

In my time at Rotherfield I have led the school in 'Art and Environment' as well as now leading 'cooking' which is very high profile at the school. 3 Teaching assistants are trained to cook with small groups of children in the afternoons so that all children who leave Rotherfield have a strong understanding of how to live healthily as well as preparing their own food safely. My role as Art and environment co-ordinator has allowed me to lead some exciting projects that have made the school environment a stimulating and engaging place for children, parents and staff alike. Examples are the recent regeneration of the library, a large playground mural and the stairwell art project where huge panels of wood were painted and designed by children to serve as a permanent display.

Recent changes in timetable have had a really positive impact on learning and I know that other changes are planned to ensure that children at Rotherfield are given an excellent education that equips them well for life.



Ciara

I came to Rotherfield as an NQT about 10 years ago and think so highly of the place that I have not wanted to leave!

The school's location in the dynamic borough of Islington means that it is an interesting and diverse area to live and work in.

In my time at Rotherfield, I have been able to develop professionally through leading a range of subjects including Music, PE and Maths; ultimately becoming part of the Senior Leadership Team, firstly as an Assistant Head and now in my current role as Interim Deputy Head.

The school has a very special community feel, and has become a home away from home for me. There is great parental involvement through the Friends of Rotherfield; a friendly and hard-working staff and a supportive governing body who really care about the school.

Most of all, the children are wonderful and I consider it a privilege to work at Rotherfield Primary School.

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Rotherfield

Primary School

Class Teacher

Salary Grade Range: Main Pay Scale/Upper Pay Scale Depending on experience.

Hours: 32.5 hours per week

Contractual Status: Full Time, Permanent

The Executive Headteacher and Governors at Rotherfield Primary School are looking to appoint a Nursery Teacher from Easter 2020.

This advert is open to NQTs and experienced teachers.

The role of Class Teacher will have a major impact on the children's lives through delivering high quality teaching and learning. We are looking for someone who:

- Has recent successful teaching experience preferably across different phases and in at least one inner city multi-cultural school.
- Has proven experience of high standards of primary classroom practice
- Has respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.
- Shows evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils

In return we can offer you:

- Schools committed to your professional learning/development
- Schools at the heart of their communities
- Schools working in partnership to develop professional practice

Visits to the schools are actively encouraged please contact the school office to arrange a time.

Rotherfield is a vibrant and welcoming school, within the London Borough of Islington. Visits to the school are actively encouraged - please contact the school office to arrange a time on **0207 226 66 20**

Closing date for applications: 9:00am, Monday 20th January 2020.

Interviews: Thursday 23rd January 2020.

Please apply online at <http://jobs.islington.gov.uk/disciplines> following the jobs link. If you need any assistance, please email schoolsrecruitment@islington.gov.uk quoting reference RTH/517.

Rotherfield Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Successful candidates will be required to complete an enhanced DBS disclosure.

POSITION	Class Teacher
SCHOOL	Rotherfield Primary Schools
GRADE	MPS, UPS depending on experience

PURPOSE OF THE 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 general aims and objectives of the school's Education Development Plan.

MAIN RESPONSIBILITIES

Relationships with children and young people

- Have high expectations of children and young people 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.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

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

Communicating and working with others

- Communicate effectively with children, young people and colleagues.
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.

- 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 children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.

Personal and professional development

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

Professional knowledge and understanding

Teaching and learning

- Have a good, 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 they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum

- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/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, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

Literacy, numeracy and ICT

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

Achievement and Diversity

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they 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 their teaching.
- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Health and well-being

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Professional skills

Planning

- Plan for progression across the age and ability range they 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, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Teaching

Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

- (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
 - (b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
 - (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills
 - (d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
 - (e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning

- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning environment

(a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

(b) Make use of the local arrangements concerning the safeguarding of children and young people.

(c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

(a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

(b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Team working and collaboration

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

PERSONAL RESPONSIBILITIES

- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.

- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

PERFORMANCE STANDARDS

- To ensure that all services within the areas of responsibility are provided in accordance with the school's Commitment to high quality service provision to the customer.
- At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.

Reporting to:

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

Rotherfield Primary School

PERSON SPECIFICATION



Rotherfield
Primary School

POSITION	Class Teacher
SCHOOL	Rotherfield Primary School
GRADE	MPS, UPS Depending on experience.

CRITERIA

You must demonstrate on your application form that you meet the following essential criteria.

REQUIREMENTS

EDUCATION AND EXPERIENCE

SKILLS, KNOWLEDGE AND ABILITIES

ESSENTIAL CRITERIA

- | | |
|-------|--|
| E.1. | Qualified Teacher Status and evidence of appropriate subsequent in-service training. |
| E.3. | Proven successful teaching experience preferably across both the Foundation stage and KS1 and in at least one inner city multi-cultural school. |
| E.4. | Proven experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration in a school. |
| E.5. | Proven experience of high standards of classroom practice and of teaching area of responsibility. |
| E.6. | Personal Qualities

Evidence of the personal and intellectual qualities required to set an example to others and to lead a team. |
| E.7. | Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process. |
| E.8. | Commitment to Excellence

Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils. |
| E.9. | Interpersonal Skills

Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff of the Local Education Authority and relevant agencies as required. |
| E.10. | Communications |

Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.

E.11 Educational and Curriculum Matters

An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.

E.12 Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.

E.13 Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.

E.14 A thorough knowledge of the area of responsibility including its specific requirements in relation to the National Curriculum and learning strategies for children of all abilities.

E.15 Evidence of good general knowledge of the requirements of the National Curriculum.

E.16 Performance Review

Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.

E.17 Record Keeping

Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school.

E.18 Behaviour and Ethos

Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school.

E.19 Health and Safety

An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care.

E.20 Ability to form and maintain appropriate relationships and personal boundaries with children and young people.

E.21 Ability to deliver services to customers meeting the school's standard for customer care.

E.22 A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.

E.23 A commitment to deliver services with the framework of the school's equal opportunities policy.



Dear Applicant,

I am delighted that you are interested in joining the team here at Rotherfield!

This pack provides some more detailed information and will hopefully give you a good insight into our ethos. Our school is happy, and dynamic with high expectations of our pupils. We serve a diverse, inner London community and work with a wide range of partners.

We need teachers who will thrive on a challenge, enjoy working as a team and who will not be scared of trying new ways of doing things. **To work in our school, you will need to be passionate about improving the life chances of pupils and their families. For our children an excellent education will make a defining difference in their lives- and it essential that we recruit staff who share our commitment.**

We are looking for a teacher for our Nursery class. The Nursery, reception classes and early years' outdoor area are being completely refurbished in 2020. This means you will have a lovely new space to work and develop children's learning in!

You will find our school to have a friendly and committed staff who really believe in our children and their ability to positively affect children's lives. You can expect from us a school committed to your professional learning, and a supportive leadership team.

I would love you to visit us and get a sense of what our school is all about. Please call either office and make an appointment. I am also happy to discuss applications over the telephone.

Yours sincerely,

Abi Misselbrook-Lovejoy

Executive Headteacher

Islington Headteacher of the Year 2019



Rotherfield Primary School

How to Apply

Rotherfield

Primary School

POSITION	Class Teacher
SCHOOL	Rotherfield Primary School
GRADE	MPS, UPS Depending on experience.

Application Deadline

Completed application forms must be received by **9:00am on 20th January 2020**. Please note that late applications will not be accepted.

- Please apply online at <http://jobs.islington.gov.uk/disciplines> following the jobs link. If you need any assistance please email schoolsrecruitment@islington.gov.uk quoting reference **RTH/517**.

Please note that we only accept online application forms. CV's and hard copy applications will not be accepted.

Completing your application

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing all of the criteria identified at application stage.

Visits

Visits to the school are welcome and encouraged. Please contact the school office on 0207 226 6620.

Selection process

The selection process may have a combination of tasks, activities, assessment tools and interview. However, further information will be provided to the candidates shortlisted for interview.

References

Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least one professional reference is required. The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection