



# Galleywall Primary School

City of London Academy  
Recruitment Pack

**Post: Reception or KS1 Teacher**

Galleywall Road, Bermondsey, SE16 3PB Tel: 020 7252 3493

Website: [www.galleywall.co.uk](http://www.galleywall.co.uk)

Twitter: [@galleywall cola](https://twitter.com/galleywall cola)

*ENLIGHTENED · ASPIRATIONAL · ENTREPRENEURIAL · INDIVIDUAL · COMPASSIONATE*

Galleywall triumphantly opened in September 2016 with 60 Reception children. We will be welcoming our next cohort in September 2017. Galleywall is small jewel at the heart of a growing family of outstanding schools, sponsored by the prestigious City of London. Through this we are able to work in partnership with 'Guildhall School of Music and Drama' and other esteemed institutions within the City. Our rich and broad curriculum stimulates creativity and sparks children's imagination. At the heart of our skills based curriculum is an emphasis on literacy and drama, creativity and the arts, independent enquiry, reflective thinking and collaboration.

### *Are you a passionate teacher who :*

- wants to be at the heart of a new adventure, growing an outstanding school for future generations
- can nurture the dreams and aspirations of our children
- can build strong relationships with children, parents and the wider community
- is creative and has a thirst for teaching and learning

### *We can offer you:*

- lovely children
- once in a lifetime opportunity to help shape the future of our school as it grows to full capacity
- excellent opportunities for professional development
- a vibrant, friendly and dedicated staff team
- colleagues with a wealth of experience
- leadership development
- an exciting, creative, forward thinking work environment
- Links with the City of London including The Barbican and The Guildhall
- Partnership with Redriff Primary our outstanding sister school.



Visits to the school are warmly welcomed. If you would like to visit, please email [vacancies@galleywall.co.uk](mailto:vacancies@galleywall.co.uk) (or give us a ring) and we will be happy to arrange it.

Closing Date: **Tuesday 14th March 2017**

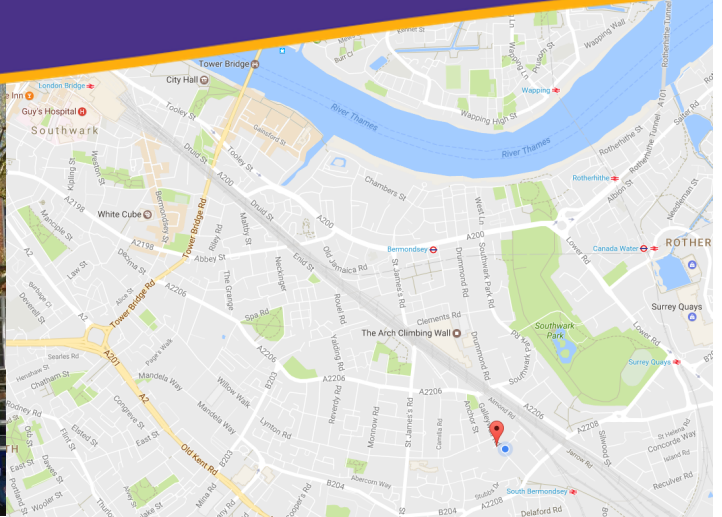
Interviews: **Friday 17th March 2017**

Completed applications should be returned to:  
Sheila Cohring Headteacher  
Galleywall Primary School  
Galleywall Road,  
London SE16 3PB      Tel: 020 7252 3494



Email applications to [vacancies@galleywall.co.uk](mailto:vacancies@galleywall.co.uk) will be accepted . Skype interviews are available for international candidates.

*At Galleywall we are committed to safeguarding and protecting the welfare of children and staff. The successful candidate will be subject to an enhanced DBS disclosure. We are an equal opportunities employer*



## School Context

Galleywall is just starting out, growing by one cohort each year until 2022. The future for Galleywall is exciting, we are in the process of a £6 million development programme of the building. Our magnificent building was originally established as a school in 1879 and it is our intention to resurrect the history of the school and the stories within its walls. We are working with local historians to learn about that history and share it with the children.

We are located very centrally a short 10 min walk from Bermondsey Tube Station, 5 mins from South Bermondsey Train Overground, only 5 min from London Bridge, and on the 381 and 1 Bus Routes.

## Educational Vision

Our overarching vision is a school which exemplifies 'Outstanding' primary practice, evidenced by outstanding attainment and progress for all children. At the foundation of Galleywall lies our shared values, which reflect the way of life, beliefs and cultural context of our city and our country.

At Galleywall School we believe in a just and open society, free of prejudice, we aspire to be:

### Enlightened

Tolerant of other people's religions, traditions and lifestyles. Aware of our common heritage and democratic traditions. Respectful of the needs of individuals within a social context.

### Aspirational

Prepared to meet and face challenges, and to create new situations and opportunities for themselves, their family and community. Able to see beyond what is now to create what might be. Have the highest expectations of themselves and of others.

### Individual

Value themselves as unique; be proud of their people and their heritage, to stand for what they believe to be right.

### Entrepreneurial

Able to conceive a unique vision and influence others. Be creative in their ideas, resilient and determined in their actions. See opportunity in all change.

### Compassionate

Aware of the interdependence of all living things. Friendly, warm hearted and considerate. Motivated to help and care for others.

## ***An Innovative and Exciting Curriculum***

Our integrated curriculum is one which generates innovative approaches. We develop every child's understanding, confidence and courage to take risks along the way, while promoting a developing sense of autonomy and a love of learning.

As we live in the most exciting capital city in the world, our curriculum is uniquely designed to make the most of all the learning opportunities that London has to offer. We believe our children deserve the best and invite specialists in their field to visit Galleywall and inspire our children; Poets, Authors and Artists. Our curriculum encourages all children to participate with enthusiasm in sports, the performing arts and learning languages. The children are offered opportunities to learn Mandarin and to perform.

In Reception, there is an investigative, play based approach to learning maximizing the use of both the indoor and outdoor classroom. While in KS1 and KS2 our skills based curriculum has an emphasis on literacy and drama, independent enquiry, reflective thinking and collaboration. We do this through an evolving, engaging curriculum.

## ***Parents and Galleywall***

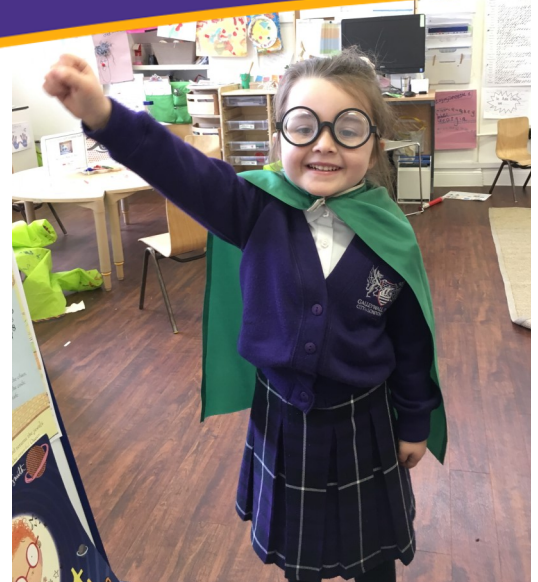
Galleywall has a strong and positive relationship with our parents. We believe they are key to a child's progress and offer them workshops on key aspects of the curriculum; reading, speech and language and numeracy. We also provide both before and after school care to support our working families. In our Parent Survey, available on our website;

- 100% Agreed their child was making progress
- 100% Agreed we helped them support their child's learning
- 100% said they would recommend the school to other parents

What our parents say;

***'We are very happy with the various ways the staff at Galleywall support our son, academically and socially. It is such a joy to see him happy and excited to go to school'***

***'This school was a great choice. I am very pleased'***



## Staff Team

We are a small, friendly, professional team. Our Headteacher Sheila Cohring has many years of experience in leading our sister school Redriff as Associate Headteacher. The team is full of ideas and creativity about how our small school will grow to be the best school in London. We are also supported by our Executive Headteacher from Redriff, Mickey Kelly.



Our dedicated team includes a highly qualified SENCO and a highly skilled Family Liaison Worker - who are presently based at Galleywall weekly. They are supported by a Speech and Language Therapist who is also based at the school once a week.



## Continuing Professional Development

We believe high quality professional development is the key to outstanding teaching and learning.

We work alongside Redriff School to employ the very best Literacy and Numeracy consultants. In addition we have access to the latest Maths Mastery training through the Redriff Maths Hub. Galleywall is located a short distance from the ['Early Excellence' National Training Centre](#).

We will tailor your Professional Development to suit your needs. All of our teachers participate in training for Philosophy for Children.



<b>POSITION:</b>	Class Teacher	<b>GRADE:</b>	Teachers Pay & Conditions
<b>REPORTS TO:</b>	Headteacher	<b>HOURS AND WORKING PATTERN:</b>	Full Time & all year round

### *Purpose*

- To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and school policies.
- To assess pupils' progress and maintain records, reporting to senior staff and providing written reports to parents and carers, in accordance with school policy.
- To take responsibility for the management of other adults in the classroom.

### *Key Responsibilities*

- To plan work for the class in co-operation with subject and phase leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
- To ensure a close match between the learning experience offered and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability.
- To make appropriate educational provision for children with SEN and those learning EAL, with support from the SENCo and EMA Co-ordinators
- Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience.
- To provide children with opportunities to manage their own learning and become Independent learners.
- To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline.
- To foster each child's self-image and esteem and establish relationships which are based on mutual respect.
- To maintain a high standard of display both in the classroom and in other areas of the school.
- To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.
- To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work.
- To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.
- To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice.
- To liaise with support staff both school based and from other external bodies as required.
- To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training.
- To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.

### **Key Organisational Objectives**

The Post holder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the school's Equal Opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Acknowledging Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils

### **CONDITIONS OF SERVICE**

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

### **SPECIAL CONDITIONS OF SERVICE**

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.



### **EQUAL OPPORTUNITIES**

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies

### ***Additional Responsibilities for TLR***

- Promote the teaching of the agreed subject throughout the school, according to the requirements of the National Curriculum/QCA schemes of work and any other new initiatives from the Department for Education and Skills.
- In conjunction with the Headteacher or other senior staff, be responsible for the implementation and management of the school's policy for the agreed subject area
- Review the policy and adapt it as appropriate
- Develop a scheme of work for the subject suitable to the needs of a primary school catering for 4 – 11 year olds
- Collaboratively work with senior leadership in decision making and policy development as required
- Take responsibility for maintaining and evaluating all material resources with a system of easy accessibility.
- To consult colleagues and be responsible for ordering resources within an agreed budget in full consultation with the Headteacher
- Offer support and advice to colleagues.
- Provide an excellent role model of good practice
- Leading, developing and enhancing the teaching practice of others
- Working effectively with the senior leadership in developing the curriculum area
- Strategically monitoring and evaluating the progress of children
- Safeguarding the health and safety of yourself and others in accordance with the school's Health and Safety Policy
- Implement key initiatives across the school as required



All post-holders are expected to demonstrate a commitment to equal opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms. This person specification is related to the requirements of the post as determined by the job description.

<b>QUALIFICATIONS</b>
<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> </ul>
<b>EXPERIENCE</b>
<ul style="list-style-type: none"> <li>• A proven track record of recent and successful class teaching in mixed ability classes of primary age (or of successful training for NQTs)</li> <li>• Successful experience of teaching the literacy and numeracy strategies</li> </ul>
<b>KNOWLEDGE AND UNDERSTANDING</b>
<ul style="list-style-type: none"> <li>• Good understanding of current theory and practice of best practice in teaching and learning, particularly as it relates to achieving high rates of progress for children of primary age</li> <li>• Thorough knowledge of the National Curriculum and National Literacy and Numeracy Strategies or Early Years Foundation Stage Curriculum</li> <li>• Good subject knowledge of core National Curriculum subjects and sound knowledge of foundation subjects</li> <li>• Understanding of effective strategies for maintaining high standards of discipline within the classroom and in accordance with the school's policy</li> <li>• An understanding of equality of opportunity issues and how they can be addressed in schools</li> </ul>
<b>SKILLS AND ABILITIES</b>
<ul style="list-style-type: none"> <li>• To demonstrate the skills of a good teacher, including ability to Interest, encourage and engage pupils</li> <li>• To Provide appropriate levels of challenge, so that pupils make good progress</li> <li>• To be able to use methods and resources that enable all pupils to learn effectively</li> <li>• To understand and use assessment information effectively to plan next steps in children's learning</li> <li>• To able to secure high standards of behaviour from the children</li> <li>• You must be able to make effective use of the teaching assistants and other support</li> <li>• Enable pupils to acquire and develop new knowledge and skills with enthusiasm</li> <li>• Enable pupils to develop the skills to work independently and collaboratively</li> <li>• Enable pupils to develop self-esteem and respect for others</li> <li>• To be able to create a well organised, stimulating learning environment</li> <li>• To be able to make effective use of time</li> <li>• To have the ability to make a significant contribution to a school ethos that promotes high achievement</li> <li>• To have a commitment to raising achievement</li> <li>• The ability to work as part of a team in planning and implementing the curriculum</li> <li>• The ability to work within the framework of national and whole school policies to ensure consistency of practice</li> <li>• The ability to relate to and communicate effectively with parents and carers and to encourage their active participation in the educational process</li> <li>• A commitment to further your own professional development and to the principle of continuous improvement</li> </ul>