

# Roxbourne Primary School



## Recruitment Pack Class Teacher or Newly Qualified Teacher

November 2018

| Content              |
|----------------------|
| Advert               |
| Job Description      |
| Person Specification |

# ROXBOURNE PRIMARY SCHOOL

Torbay Road, Harrow, Middlesex HA2 9QF

Telephone: (020) 8422 9207

Email: [office@roxbourne.harrow.sch.uk](mailto:office@roxbourne.harrow.sch.uk)

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



Headteacher: Mr R Benserghin

## Class Teacher or NQT (EYFS, KS1 or KS2)

*Full Time*

*Salary: Outer London MPS*

Are you looking for a Class Teacher or Newly Qualified Teacher (NQT) post in a Harrow Primary school, to start in January 2019 or September 2019? We are currently recruiting and are eager to meet committed and ambitious teachers!

We have been graded as 'good' in all areas by Ofsted (June 2016) and pupils are making rapid progress in our purposeful and engaging environment. Since September 2017, when we appointed a new headteacher, we have been redefining what is possible for our pupils. During the last academic year alone, we have developed and launched a pioneering reading programme, implemented a specialist teacher model and we have introduced 20% release time for all class teachers (equivalent to a whole day out of class). There are still a number of innovative initiatives in the pipeline, including Weekly Incremental Coaching and we'd like you to be part of our development!

If you are an NQT, you will follow our highly successful Harrow School's NQT Programme, training alongside other NQTs from across the borough. This enables aspiring teachers to support and learn from each other, in a truly developmental journey.

### Our school can offer:

- an early start (December 2018 or July 2019 – depending on your start date)
- commitment towards achieving a healthy work / life balance (all teachers receive 20% release time)
- a staff Windows Surface
- a school, very recently rated 'Good' by Ofsted (June 2016)
- a well-resourced school on an impressive site, which includes; multiple playgrounds, a school field and dedicated classrooms for music, art and DT, food technology as well as a library, two computing suites and multiple small group rooms
- a parent community with high aspirations and children with exemplary behaviour

Come and witness the above for yourself!

The application pack and form are available from the school website:

[www.roxbourneprimaryschool.co.uk/vacancies-1](http://www.roxbourneprimaryschool.co.uk/vacancies-1). To arrange a visit, for a confidential discussion or for any technical queries please contact the headteacher's PA on 0208 422 9207 or via email:

[admin@roxbourne.harrow.sch.uk](mailto:admin@roxbourne.harrow.sch.uk)

**Closing date:** 17<sup>th</sup> November at 13:00 (however applications will be reviewed as they are received, please apply early to avoid disappointment).

Roxbourne is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete an enhanced DBS disclosure and provide references. CVs are not accepted.

## Information about Roxbourne

### Our Vision

**Together**, we will provide a **transformational education** and **rich opportunities** which allow our pupils to access **any university** or **career of choice**.

### Our Journey since September 2017

Since September 2017, Roxbourne has been on a transformational journey. Our latest pupil outcomes below indicate just how much we achieved in the space of 12 months.

In summary, our children performed very, very well indeed. In only one academic year, our children made incredible progress and achieved ground breaking results. 71% of pupils (a 20% increase from last year) achieved the Expected Standard in Reading, Writing and Maths combined. There were also really substantial gains in specific subjects, such as reading (24%) and writing (17%). For the first time since the new SATs were introduced, Roxbourne is now performing above the national average in every single subject and measure.

All in all, the results are testament to the hard work of pupils, parents, staff and governors. The school community feel really proud and now we are keen to appoint teachers who would like to positively contribute to the lives of our pupils and the future success of our school!

| Subject                                   | Percentage of pupils achieving the <b>Expected Standard</b> at the end of Y6 |          |        |                     |          |        |                     |          |
|---|--|----------|--------|---------------------|----------|--------|---------------------|----------|
|   | 2016   |          | 2017   |                     |          | 2018   |                     |          |
|   | School   | National | School | Increase / Decrease | National | School | Increase / Decrease | National |
| Combined                                  | 49%  | 53%      | 51%    | 1%                  | 61%      | 71%    | 20%                 | 64%      |
| English writing                           | 90%  | 74%      | 63%    | -27%                | 76%      | 80%    | 17%                 | 78%      |
| English reading                           | 54%  | 66%      | 55%    | 1%                  | 71%      | 79%    | 24%                 | 75%      |
| Mathematics                               | 75%  | 70%      | 80%    | 5%                  | 75%      | 81%    | 1%                  | 76%      |
| English grammar, punctuation and spelling | 66%  | 73%      | 74%    | 8%                  | 77%      | 82%    | 8%                  | 78%      |

## Job Description

### Class Teacher or Newly Qualified Teacher

|                      |  |
|----------------------|--|
| <b>Salary:</b>       | M1 – M6 (dependent on experience)      |
| <b>Hours:</b>        | Full-time                              |
| <b>Reporting to:</b> | The Headteacher or other Senior Leader |
| <b>Start date:</b>   | September 2018 or January 2019         |

All staff at Roxbourne Primary School are expected to support school policies, practices and procedures as agreed by the Governing Body.

#### Main purpose

- To set high expectations which inspire, motivate and challenge pupils
- To promote good progress and outcomes by pupils
- To demonstrate strong subject and curriculum knowledge
- To plan and teach well-structured lessons
- To adapt teaching to respond to the strengths and needs of all pupils
- To make accurate and productive use of assessment
- To manage behaviour effectively to ensure a good and safe learning environment
- To fulfil wider professional responsibilities
- To ensure exemplary personal and professional conduct
- Act within, the statutory frameworks, which set out the professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards
- Take responsibility for promoting and safeguarding the welfare of children and young people

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against all the teacher standards as part of the appraisal process as relevant to their role in the school.

#### Teaching, Learning and Pupil Achievement

- Deliver an exciting, inspiring curriculum relevant to the age, community and children that you teach
- Be responsible for the preparation and development of high quality teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of all pupils' you teach and in your class/group
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn, ensuring there is challenge at all levels
- Have a clear understanding of the needs of all pupils, including those entitled to pupil premium; with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject) and modelling cursive handwriting.
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and data targets for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through quality and accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set home learning and plan other out-of-class activities to consolidate and extend the knowledge, skills and understanding pupils have acquired as appropriate

- Participate in arrangements for assessments within the remit of the School Teachers' Pay and Conditions Document

### **Behaviour and Safety**

- Establish a fun and exciting environment whilst still safe, purposeful and stimulating for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly embedding the school behaviour policy
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain excellent relationships with all pupils, exercise appropriate authority, and act decisively when necessary
- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Monitor the attendance of your children and focus on low or persistent absentees to ensure they feel safe and supported when in school to encourage high attendance
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils through what you say, do and how you present yourself
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Embed a culture of metacognition into learning, developing positive learning behaviours
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### **Teamwork and Collaboration**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that all colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Value every adult you work with ensuring positive relationships where every person's role and contribution ensures excellent pupil outcomes

### **Fulfil Wider Professional Responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate through discussion and collaboration
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes
- Communicate and co-operate with relevant external bodies
- Participate, coordinate and/or lead educational trips and visits to enhance the curriculum for your year group
- Make a positive contribution to the wider life and ethos of the school through participation in extra-curricular clubs, assemblies, supporting FORC (Friends of Roxbourne Community) events, charity fundraising, national events etc.

### **Professional Development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Ensure year on year the quality of your teaching of all subjects improves through commitment to professional development

- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Keep up to date with educational research to refine your own pedagogy of teaching and learning
- Proactively participate with arrangements made in accordance with the Appraisal Policy
- To have professional regard for the ethos, policies and practices of Priestmead Primary, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

The Class Teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Class teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher. This job description has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Signature of post holder: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of headteacher: \_\_\_\_\_

Date: \_\_\_\_\_

## Person Specification

| Qualifications  | Essential | Desirable |
|---|-----------|-----------|
| Degree  | ✓         |           |
| QTS - Qualified Teacher Status  | ✓         |           |
| Postgraduate Study / Professional Development   |           | ✓         |
| Right to work in the UK   | ✓         |           |
| Experience  | Essential | Desirable |
| Recent successful experience within the primary age range demonstrating strong progress and outcomes  | ✓         |           |
| Teaching experience across a range of phases (EYFS, KS1 or KS2) and school types (maintained schools, VA schools, academies, free schools or independent schools) |           | ✓         |
| Skills and Knowledge  | Essential | Desirable |
| Understanding of high-quality planning, teaching, learning and assessment   | ✓         |           |
| Demonstrate an understanding of the SEN Code of Practice for Special Educational Needs  |           | ✓         |
| Understanding of health and safety requirements for teaching and learning including safeguarding children and child protection procedures                         | ✓         |           |
| Ability to be an exemplary role model for pupils and staff  | ✓         |           |
| Knowledge of Read Write Inc, Mathematics Mastery, Reading Reconsidered, Teach Like A Champion, Incremental Coaching and / or Leverage Leadership                  |           | ✓         |
| Ability to communicate effectively, orally and in writing with pupils and a wide range of adults in and beyond the school   | ✓         |           |
| Ability to build effective working relationships  | ✓         |           |
| Fluent in the majority of Microsoft packages, including Microsoft Office  | ✓         |           |
| Willingness to take responsibility for own professional development   |           |           |
| Personal Qualities  | Essential | Desirable |
| A commitment to promoting the ethos and values of the school  | ✓         |           |
| Relentless drive to do whatever it takes to ensure all children succeed   | ✓         |           |
| Awareness of own strengths and limitations  | ✓         |           |
| Good humour   | ✓         |           |

This post is subject to an enhanced Disclosure and Barring Services check.