

OUTSTANDING PRIMARY SCHOOL TEACHER, COMPUTING HAN/257

Hanover Primary School

Closing date: noon, Monday 25 February 2019



*Hanover
Primary
School, Noel
Rd, Islington
N1 8BD*



Primary School Teacher, Computing

UQ/NQT/MPS1-6/UPS 1-3. Depending on experience

Salary range: £21,641 to £48,244

1 year fixed-term, 1½ days per week

Required for April 2019

Visits to the school are strongly encouraged. Please contact us to visit during one of the following times:

Tuesday 29th January at 9.15am or 4.30pm

Monday 4th February at 4.30pm

Tuesday 12th February at 4.30pm.

Application deadline noon Monday 25 February 2019.

Interviews will be held on 4 March 2019.

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Job Advert

We are looking to appoint an enthusiastic, inspirational Computing Teacher to join our settled and motivated staff team in April 2019. We are keen to appoint the right person – someone who will fit into our community, helping us to raise standards even further. We are highly ambitious for all of our children, and are seeking the right person to help all children in Key Stage 1 and 2 make excellent progress. Successful candidates will demonstrate excellent teaching leading to outstanding outcomes. We will also consider applications from unqualified teachers.

Hanover is an over-subscribed and successful school in a great location by the side of the Regent's Canal. Our pupils are keen to learn and participate, and we teach a rich and challenging curriculum that is constantly improving. We are characterised by our diverse and engaged community, and work closely with our parents and carers. We have very high expectations of both children and adults.

We are looking for candidates who can demonstrate:

- Outstanding teaching in Key Stage 1 and 2
- Consistently high expectations of all pupils including the most vulnerable, and the ability to enable all to make excellent progress
- Successful team work
- A commitment to continuous professional development
- Positive relationships with children, parents, colleagues, and the wider community
- Creative and flexible approaches to teaching
- Excellent behaviour management
- A high regard for inclusion and equality
- The ability to make a positive contribution to the school as a whole

We can offer:

- Motivated and inspiring pupils
- A happy, hardworking and supportive team
- An excellent working environment
- Good opportunities for professional development
- High quality classroom support
- A diverse and engaged school community.

We welcome applications from teachers with all levels of experience

Hanover Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants.

Visits to the school are encouraged on the following dates: 29 January, 4 February or 12 February 2019. Please contact Marina Kilcoyne, Business Manager on 020 7689 8949 or marina.kilcoyne@hanover.islington.sch.uk to arrange a visit.



Letter from the head teacher

Dear applicant,

Thank you for your interest in applying for the role of class teacher at Hanover Primary School. We are keen to appoint the right person – someone who will fit into our community, but who will also challenge us, helping us to raise standards even further. The successful applicant will be an outstanding classroom teacher, and will join us in our mission to ensure that every child reaches their potential whilst at Hanover. A TLR may be available to exceptional candidates.

Hanover is a thriving one and a half-form entry school on the Regent's Canal in Islington. We are situated between Angel and City Road and have a fabulous site with each classroom overlooking the water. Our roof playgrounds, spacious classrooms and listed 1930s building are well-suited to our needs, and we are a very happy, creative and ambitious community. OFSTED noted in their 2018 inspection that: "Pupils are friendly. They are keen to share their learning and they talk confidently about their work. They behave well in and out of lessons. They show that they are able to work with one another effectively with very little supervision from adults. They said they enjoy their learning and particularly like finding out new things."

We are ambitious for all children at the school. Through investment in staff development, a clear and achievable vision, and a relentless focus on high-quality teaching, we have seen a three-year upward trend in KS2 results. As well as constantly seeking to improve academic outcomes, we are passionate about children's wellbeing. Over the last year we have developed our EYFS and Key Stage 1 provision to ensure that our youngest pupils get to learn in a developmentally-appropriate, challenging, play-based way; started working with Place2Be to provide counselling services for children; worked with staff to develop positive 'trauma-informed' relationships with children; and have prioritised the development of stimulating, happy playtimes to support children's relationships with each other.

Teaching is one of the most challenging jobs there is in the current climate, but teaching at Hanover is rewarding and exciting. At Hanover, we have high expectations of our staff because we have high aspirations for our children. We recognise that in order to get the most out of our staff, they need to be treated well, enjoy high quality CPD, and gain a wide range of teaching experience. We have a low turnover and want people who will stay and grow with us. We are looking for teachers who are highly skilled classroom practitioners, who build excellent relationships with both children and adults including parents, and who are determined to get the best from the children they teach through rigorous, thoughtful and exciting teaching.

Please do come and visit us. We would love to show you around our school. Call our office to arrange a time. We look forward to meeting you.

Thank you,

Jack Sloan
Headteacher



Job Description

POSITION:	Class teacher, computing
REPORTS TO:	Computing Lead
GRADE:	UQ, NQT, Mainscale/UP1-3

KEY PURPOSE OF THE JOB

To take responsibility for the 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 ensure the appropriate levels of development for pupils within class group.

DUTIES AND RESPONSIBILITIES

1. The teacher will work in liaison, contact and co-operation with:
 - other members of staff;
 - members of borough support and advisory services;
 - organisations and networks relevant to the teacher's duties;
 - parents, governors and the local community.
2. The teacher will work within the framework of:
 - national legislation, including Education Acts from 1944 to 1993, the SEN Code of Practice and the School Teachers' Pay and Conditions Act 1991;
 - school policies and guidelines on the curriculum and school organisation;
 - LEA policies and guidelines, in particular those relating to curricular aims and principles, and to race and gender equality
3. To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in the class.
4. To teach a class, or classes, sets, groups or individual pupils, and to set tasks to be undertaken both at school and elsewhere, having regard for the requirements of the national curriculum.
5. To mark and assess pupils' work, and to record their development, progress and attainment, both at school and elsewhere, having regard to the requirements of the national curriculum and to inform future planning and ensure differentiation.
6. To maintain good order, discipline and respect for others among pupils; to promote understanding of the school's rules and values; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning.



7. To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.
8. To maintain an attractive, stimulating learning environment; to contribute to displays in the school as a whole.
9. To take part in whole-school reviews of policy and aims, and in the revision of formulation of guidelines.
10. To provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils, having regard to the requirements of the national curriculum.
11. To evaluate and review own teaching methods, materials and schemes of work, and to make changes as appropriate. To participate fully in Hanover Performance Management arrangements.
12. To keep-up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings; and to participate in national or local arrangements for appraisal of staff performance.
13. To take part in the corporate life of Hanover by, for example, attending and preparing children for assemblies, registering the attendance of pupils, and supervising pupils before and after school sessions.
14. To supervise, and so far as practicable to teach, any pupils whose teacher is absent.
15. To play a full part in curriculum development work undertaking key tasks and responsibilities as agreed within the curriculum group.
16. To participate in the production, and continuous evaluation and review, of whole-school policy and guidelines.
17. To participate in review of learning materials, and of relevant equipment, and on the allocation of these resources within the school.
18. To support new members of staff and supply teachers with the school's policy and guidelines, and to assist them in practical implementation when appropriate.
19. To participate in in-service workshops, meetings, sessions and activities with other members of staff.
20. To organise displays of children's work to show recognition and affirmation to the children themselves, and in this way provide stimulus and ideas for colleagues and information for parents.
21. To participate in periodic reviews of pupil and class performance in order to monitor progression in order to determine future priorities.



22. To work with curriculum leaders to ensure that there is continuity across year group and phase.
23. To keep abreast of new thinking and practice, by attending courses and in- service sessions, and by reading books, articles newsletters, documents, etc.
24. To give information to, and to collect and disseminate information from, schools to which pupils transfer whenever appropriate.
25. At all times to carry out responsibilities/duties with due regard to the Council's equal opportunities employment policy.
26. To ensure that subject-matter and learning resources reflect Borough and school policies on equality, and that the implications of these policies are borne in mind in relation to all tasks and duties
27. To adhere to all Health and Safety Policies and ensure that a safe environment is provided for children, staff and parents and other members of the public.
28. To promote the safeguarding of children.

Confidentiality

The nature of the job requires a high degree of initiative, confidentiality, tact and discretion when giving or receiving information, which could be confidential.

GENERIC DUTIES:

- To achieve high quality educational outcomes for pupils and personal appraisal targets as agreed with your line manager.
 - To undertake relevant training and development, including meetings, supervision, seminars and other events.
 - At all times carrying out responsibilities and duties in accordance with all relevant legislation, codes of practice and Hanover policies and procedures.
 - To undertake additional duties commensurate with the grade as directed by your line manager.
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UPS1 –UPS3 TEACHERS

In addition to the duties assigned to as a class teacher and subject leader, you will:

- Act a role model of exceptional practice in teaching, learning and professional behaviour;
- Provide lesson demonstrations linked to agreed objectives or to development issues;
- Demonstrate teaching strategies either through staff meetings, INSET or targeted groups of staff;



- Monitor and evaluate teaching and learning and report results to the Headteacher;
- Mentor and support less experienced colleagues.

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 Opportunity

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.



Person Specification

<p>Education and experience</p>	<p>E1. Qualified Teacher Status and evidence of appropriate subsequent in-service training.</p> <p>E2. recent successful teaching experience preferably across both Key Stages 1 and 2 and in at least one inner city multi-cultural school.</p> <p>E3. Experience of supporting change at an appropriate level including the curriculum, classroom organisation and administration in a primary school.</p> <p>E4. Proven experience of high standards of primary classroom practice and of teaching computing.</p> <p>E5. Evidence of the personal and intellectual qualities required to set an example to others and to lead a team,</p> <p>E6. Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.</p> <p>E7. Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.</p>
<p>Skills, knowledge and abilities</p>	<p>E8. 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.</p> <p>E9. 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.</p> <p>E10. A thorough knowledge of the requirements of the National Curriculum for computing and ICT</p> <p>E11. Evidence of good general knowledge of the requirements of the National Curriculum.</p> <p>E12. A proven track record of planning and delivering exciting, engaging and challenging units of work covering the computing curriculum.</p> <p>E13. Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.</p> <p>E14. Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.</p> <p>E15. 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.</p> <p>E16. 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.</p> <p>E17. 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.</p> <p>E18. Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.</p> <p>E19. An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care.</p> <p>E20. Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>E21. Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identity is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.</p>



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How to apply

RE: Primary School Teacher (Computing) Job ref: HAN/257

Thank you for your interest in this post. There are two available channels for application:

1. Document submission

Download and print this pack, complete your application, then post or deliver to the school no later than noon on Monday 25 February 2019. You may also telephone the school on 020 7689 8949 and request an application pack by post.

2. Email submission

Download and write your application in electronic format, then email to marina.kilcoyne@hanover.islington.sch.uk using the subject "Job application April 2019" for the attention of Marina Kilcoyne, Business Manager. Applications must arrive no later than noon on **Monday 25th February**.

In addition, please note the following:

- CVs will not be accepted
- References will be sought for short listed candidates prior to the interview date
- This post is subject to a period of 6-month probationary period
- This post is not available through recruitment agencies. Full applications must be made.



Guidance for candidates applying for a job with Islington Schools

Please read this carefully BEFORE you start to fill in the application form.

General

The application form plays a crucial part in the selection process, both in deciding whether you will be invited to an interview and at the interview itself. It is vital that you complete this form as fully and accurately as possible. We will not make any assumptions about your experience, knowledge, skills and abilities to do the job.

You should complete the form and Personal Statement online or in black ink or use a word processor. The application may be photocopied or scanned and some colours do not photocopy or scan clearly.

Read the Advertisement, Job Description, Person Specification and other accompanying information carefully before you start. All parts of the application form must be completed.

Personal Details

Complete this section fully and clearly. If you do not know your National Insurance number, you can obtain it from your Inland Revenue National Insurance Contributions office or DWP office and they'll tell you what to do. All successful applicants will be required to produce documentary evidence of their eligibility to work in the UK*. Verification of identity is required before confirmation of appointment.

*A copy of the Asylum and Immigration Act 1996 (Section 8) is available from Education HR including a list of the accepted documents.

Present or most recent employment

It is important to give full information, including the organisation or school you work in, or most recent employment if not currently working, full dates, address and other requested details. Do not leave any gaps. If necessary you should include full time or part time education or training and any periods of unemployment and periods for raising a family.

References

All appointments are subject to verification of employment and suitability of the candidate for the post applied for. It is our policy to approach the referees of all shortlisted candidates. We reserve the right to approach any previous employer for a reference. If your last post did not include working with children, a reference will be sought from the employer by whom you were most recently employed to work with children. All offers of appointment depend on receiving references satisfactory to the School. You must give two referees that have had managerial/supervisory responsibility for you, one of whom must be your current/most recent employer. If you have not worked before, give the name of someone who can comment on your ability to do the job, e.g. a teacher or tutor. Further advice on who is suitable as a referee is available from HR. The School reserves the right to ask for substitute or additional referees, if the one you have provided is not deemed to be suitable.

You may ask to see these references, however, some of the information may relate to a third party, e.g. authorship. This type of information cannot be disclosed to you unless:

- the third party has consented for it to be released, or
- your right to know this information and its source outweighs the right of privacy of the third party.

Previous employment for all support staff (non-teaching) posts

Ensure that you put in full dates, names addresses and your job title. Do not leave any gaps. If necessary you should include full time or part time education or training and any periods of unemployment and periods for raising a family. Details of part time and relevant voluntary work should also be entered.



Education, Qualifications and Training

Ensure you give all the information requested, including dates, establishment where you studied and make clear the level of any examinations e.g. GCSE, GCE 'O' Level or 'A' Level or equivalents etc. and the grades you obtained. Also include here any skills training you have had. You will be required to produce original documentary evidence of any qualifications relevant to the job, and these will be detailed on the Person Specification. Proof of qualification is required before the appointment is confirmed.

Relatives and other interests

If this applies to you, please give the name of the employee, the department that they work in and the relationship (e.g. husband, daughter).

Personal Statement

This statement is an important part of the application form. This is where you should describe your experience, skills and abilities. As a guide, 1-2 sides of A4 are usually sufficient. You must demonstrate competence in all areas listed in the Person Specification by giving short examples. Describe how you match the requirements of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give us is well organised, relevant and brief. You may find it helpful to list each person specification requirement as a separate heading to explain how you meet that requirement. If you do not send us this statement, you will not be considered for short listing. CVs will not be accepted.

Additional information for people who consider to have a disability under the Equality Act

If this applies to you, please let us know the help you require and we will ensure that reasonable adjustments are made where possible.

Disclosure & Barring Service

Islington Schools operates a Disclosure procedure in line with DBS guidelines. If you are selected for appointment to a post that involves access to children you will be subject to this procedure. All Disclosures are carried out in the strictest confidence and are made only in connection with your application for employment and for no other purpose. The application for an Enhanced Disclosure will be activated before your first day of work. Posts that involve such access include: all School based posts, Youth Workers, Early Years Service posts, Education Psychologists, Education Welfare Officers as well as all Office based posts where the post holder, on occasion will be required to visit any establishment where there are children. A copy of our policy on the Employment of Ex-Offenders is enclosed. Please contact Islington Schools HR on 0207 527 5787 if you would like further clarification about the post you are applying for. If you have been shortlisted and invited for an interview, you will be required to give full details of your criminal record to a HR Advisor, in confidence, prior to completing an application for an Enhanced Disclosure with the Disclosure & Barring Service. This information will remain strictly confidential and will only be seen by those responsible for the recruitment decision. The information will be shredded in line with our policy on the handling and storage of information relating to criminal record disclosures.

Declaration

Under the Data Protection Act 1998, we must ask you to freely give your explicit consent to the processing of information on this application form in accordance with London Borough of Islington's registration under that same Act for personnel and payroll purposes, equal opportunities monitoring and to fulfil statutory requirements.

Equal opportunities monitoring information

All job applicants are expected to complete the monitoring details of the form in order to assist us in complying with statutory requirements. All successful applicants are expected to support the policy actively. Copies are available from Education HR on 0207 527 5787.

Before you send your application, please read it thoroughly and ensure all sections have been completed legibly and fully and you have addressed all the criteria in the person specification.



Policy on the recruitment and employment of ex-offenders

Background

London Borough of Islington uses the Disclosure & Barring Service (DBS) to help assess the suitability of applicants and volunteers for positions of trust. We do this in compliance with the DBS's Code of Practice (copies are available from Islington Schools HR Services) or on the internet at www.homeoffice.gov.uk or www.direct.gov.uk. This policy on the recruitment of ex-offenders is made available to all applicants and volunteers to jobs that require a Disclosure.

Policy

The Code of Practice requires us to treat all our job applicants and volunteers who have a criminal record fairly and not to discriminate unfairly against staff and applicants on the basis of a criminal record or other information revealed by a disclosure. London Borough of Islington is committed to equality of opportunity for all staff. A diverse workforce benefits and adds value to the services we provide. We will be proactive in removing barriers that deny equality to people based on race, gender, disability, ethnic origin, religious beliefs, sexual orientation, age or offending background. Having a criminal record will not necessarily bar you from working for Islington Schools. This will depend upon the nature of the position you have applied for and the background of your offences.

During the application process

When you apply for a job with Islington Schools you will be told if the job you are applying for is subject to a criminal record check. If it is, you will be asked about any criminal record you may have. You should include details of all cautions, reprimands, warnings and convictions. This information is kept confidential and is only seen by those who need to see it as part of the recruitment process. We select applicants for interview based upon their skills, experience and qualifications. A failure to disclose a criminal record (including all cautions, reprimands, warnings and convictions, spent or otherwise) at the application stage will normally lead to the withdrawal of any subsequent job offer.

If you are offered a job at Islington Schools

The job offer will be made subject to satisfactory completion of a criminal record and other checks such as references, medical fitness for the post, proof of relevant qualifications and any other essential requirements for the post. In the starter pack you will also receive comprehensive guidance notes explaining how to fill in the disclosure form. If, after reading the guidance, you have any questions please contact Islington Schools HR Services as detailed in the covering letter. All employees/advisors involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences, or will seek appropriate advice before making a decision. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

In the event of the successful candidate having a criminal record, the candidate will have the opportunity of discussing the disclosure with a service manager. As a minimum, the following will be taken into account when deciding whether to confirm the appointment:

- Whether the conviction or information was disclosed during the application stage;
- Whether the conviction or information revealed is relevant to the job;
- How long ago the offence(s) took place;
- The candidate's age at the time of the offence(s);
- The number and pattern of offences;
- Any other relevant circumstances.

All staff/advisors in a position to make recruitment decisions are trained to identify and assess the relevance and circumstances surrounding a criminal record or will seek appropriate advice before making a decision. No decision will be made until your explanation and the above issues have been considered.

Appeal

You should appeal to the DBS if you believe that the disclosure information is not accurate.

Islington Schools HR Services will decide whether the nature of the inaccuracy is such that a decision on whether to appoint should be postponed until the appeal is completed.

**Policy on handling disclosure information**

All disclosure information is kept securely and will only be seen by those who need to use it to carry out their duties. After a period of six months, it is securely disposed of. The disclosure forms are never kept on personal files.

Islington Schools HR Services has a policy statement on the secure storage, handling, use, retention and disposal of Disclosures and Disclosure information which is available from Islington Schools HR Services on request.