



# KING SOLOMON

INTERNATIONAL BUSINESS SCHOOL

*Education Excellence & Character Development*



## EYFS Teacher Information Pack





## King Solomon International Business School

Education Excellence & Character Development

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Dear Colleague,

I am very pleased you are considering joining King Solomon International Business School. This is an exciting opportunity to make a noteworthy difference to the staff and students.

At King Solomon we endeavour to inspire our students to seek out the best from what life has to offer. It is our aim to nurture students who are equipped and keen to make the most of the vast array of opportunities set out before them in school and beyond. Our vision is to achieve academic excellence, develop students with exemplary character and to prepare students to effectively live, work and trade in the global economy, ensuring all students succeed.

We are a vibrant and active school community where the school vision is centred on academic excellence and character development. As a Christian school, the virtues of the 'Fruit of the Spirit' are viewed as one of the core purposes of our work in terms of developing students exemplary character and having a caring and positive impact as a global citizen.

The Christian ethos provides a framework for the kind of character we want our pupils to develop. We therefore seek to develop student's ability to recognise good advice, make sound judgements, wise decisions and to be honest, just, fair and resourceful.

King Solomon International Business School is Birmingham's first co-educational, non-denominational, inclusive, all-through faith designated Christian school for students aged 4-19. The school welcomes children from the Christian faith as well as those from other faiths and those of no faith. The Department for Education is funding a multi-million-pound state of the art building, fit for 21st century learning with cutting edge design and resources in keeping with our international business specialism.

Our curriculum is tailored to embrace the International Baccalaureate (IB) learner profile as we seek to lay the foundation for them to effectively progress onto studying in their later years at the school, the IB Diploma (an outstanding pre-university course that offers a broader programme of study than A-levels) or the IB Career related Certificate (a vocational orientated programme).

Please explore our website and read through the supplementary materials included in this job pack to find out more about us. The job description and person specification will show you an indication of the character we hope to recruit for this post.

If you wish to follow us on the journey to develop students who are able to reflect critically upon the world around them, who adopt a responsible attitude towards global citizenship and who play an active role in helping to shape their own learning journey through school, I would be delighted to receive your application.

Your application must be received by 12:00PM on 18th December 2017. You must fill out our application as we do not accept C.Vs for this post. A cover letter will be accepted accompanying your application form, and this should outline your experience and achievements that prepare you for this role and show how you will make an impact in our school.

Interviews will take place on Wednesday 20th December 2017.

Yours faithfully,

Miss Lucretia Fields

Principal

## **JOB DESCRIPTION**

**Post: EYFS Teacher**

**Salary/Grade: Main Scale (Depending on Experience)**

**Contract Type: Fixed Term**

**Contract Start Date/Contract End Date: (1<sup>st</sup> January 2018 – 27<sup>th</sup> July 2018)**

**Central Purpose:** The successful candidate will be engaging, forward thinking and have a sound understanding of the EYFS curriculum. You must be a good team player and willing to share your ideas and expertise for the benefit of the children and to promote the Christian ethos of the school within the context of our mission statement.

- Set high expectations which inspire, motivate and challenge pupils when teaching
- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected

### **1. Promote excellent progress and outcomes by pupils in EYFS**

- To be accountable for pupils' attainment, progress and outcomes
- To be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on this
- To guide pupils to reflect on the progress they have made and their emerging needs
- To demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- To encourage pupils to take a responsible and conscientious attitude to their own work and study

### **2. Demonstrate good subject and curriculum knowledge of EYFS**

- Elicit enthusiasm and excitement for learning from students
- To demonstrate a critical understanding of developments in the EYFS/KS1 curriculum
- To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English

### **3. Plan and teach well-structured lessons**

- To impart knowledge and develop understanding through effective use of lesson time
- To promote a love of learning through embedding the IB Learner Profile
- To set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- To reflect systematically on the effectiveness of lessons and approaches to teaching
- To contribute to the design and provision of an engaging curriculum

### **4. Adapt teaching to respond to the strengths and needs of all pupils**

- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- To differentiate appropriately, using approaches which enable pupils to be taught effectively
- To have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities and other groups of vulnerable pupils e.g. Pupil Premium pupils; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **5. Make accurate and productive use of assessment**

- To know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- To make use of regular formative and summative assessment to secure pupils' progress
- To use relevant data to monitor progress, set targets, and plan subsequent lessons
- To give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

#### **6. Manage behaviour effectively to ensure a good and safe learning environment**

- To have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- To have high expectations of behaviour, and apply the school's systems of sanctions and rewards.
- To be able to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- To maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **7. Fulfil wider professional responsibilities**

- To operate at all times within the stated policies and practices of the school
- To establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- To contribute to the corporate life of the school through effective participation in meetings
- To take part in marketing and liaison activities such as parent's evenings, review days and other appropriate school events.
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and feedback from pupils.
- To liaise effectively with parents and governors.

- To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy
- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures. 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.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The job purposes and key statements remain indicative and by no means exclusive. Given the evolving needs of the school, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.

The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.

**An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Management Review.**



**PERSON SPECIFICATION**

**POST TITLE: EYFS Teacher**

Qualifications	Essential (E) or Desirable (D)
<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Experience of EYFS Teaching</li> <li>• Training relevant to EYFS</li> <li>• Further qualifications and/or studies relevant to the primary age range</li> <li>• First Aid Training</li> <li>• Knowledge and experience of personalised learning</li> <li>• Teaching experience in EYFS with proven ability as a classroom practitioner. (If an NQT this would be successful student teacher experience)</li> <li>• Ability to provide a stimulating and challenging classroom environment for all pupils</li> <li>• Classroom experience in the Foundation Stage</li> <li>• Experience of working with and supervising other adult support within the classroom. (teaching assistants, parent helpers, students)</li> </ul>	<p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p>
Specialist Knowledge	Essential (E) or Desirable (D)
<ul style="list-style-type: none"> <li>• Knowledge and understanding of a broad, balanced and relevant curriculum</li> <li>• A secure understanding of the processes by which children learn</li> <li>• Ability to differentiate the curriculum to meet the needs of all learners</li> <li>• Competent in the use of ICT across the curriculum especially in the relation to the use of Smart Boards/Whiteboard Technology</li> <li>• Understanding and use of assessment to inform future learning and teaching</li> <li>• Competent in the use of observational assessment to inform further learning</li> <li>• A willingness to work on one or more curriculum areas</li> <li>• The promotion of good behaviour through self-discipline</li> <li>• To be able to work creatively and sensitively with children</li> <li>• A well-developed knowledge of a particular curriculum or specialist area</li> <li>• An understanding of a whole school approach to improvement and raising standards</li> <li>• Effective use of ICT to support planning and assessment</li> <li>• Familiarity with the SEN Code of Practise</li> <li>• Knowledge of the International Baccalaureate</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>

