

City Junior School

Recruitment Pack

Welcome from the Head

Thank you for your interest in City Junior School. I am delighted that you are considering applying for a role with us.

City Junior School opened its doors in September 2022 to 150 pupils and has grown steadily since then. Now in our fourth year, we are proud to be a thriving three form entry school with around 300 pupils. This is a wonderful time to be joining our school as we continue to build on our foundations and look ahead to new opportunities.

CJS is a happy, supportive and stimulating school which encourages children to develop as well rounded, down to earth individuals with a lifelong love of learning. We place kindness and compassion at the heart of our school; we are a close-knit and caring community. Our curriculum is forward-thinking, creative, ambitious and fun. Our children are confident learners and agile thinkers.

Our values of Community, Joy and Scholarship are central to all that we do. We celebrate the richness of our diverse community, find joy in learning and in each other, and foster scholarship through curiosity, collaboration and high expectations.

We are an academically selective school, with a 7+ entry point. Following Year 6, our pupils go on to either City of London School for Girls or City of London School, and we are proud to work in partnership with our parent senior schools as well as the other schools within the City of London family of schools. For teachers and support staff there are rich opportunities for professional development and partnership work across this wider network.

Our school is located within Gray's Inn, a peaceful haven right in the heart of bustling London. We are fortunate to have access to the green spaces for playtimes and lunch is enjoyed in the historic setting of the Inn's hall. Games lessons take place at nearby Coram's Fields or at our senior schools, and we make the most of all that the City has to offer by heading out on trips regularly.

The building in which our school is housed is a former law school, now transformed into a light-filled, modern, fully accessible, child-friendly place where everyone can learn and work in comfort. In addition to our twelve classrooms, we have specialist spaces for science, art, drama, PE, music and DT. There are five music practice rooms and a hall for assemblies, indoor PE lessons, performances and productions.

Applications are encouraged from a range of backgrounds, who will be committed to the ethos and values of City Junior School and its parent schools, and who will be ambitious for both the school and themselves. If that sounds like you, I look forward to receiving your application.



MFoster

Matthew Foster
Head of City Junior School

Staff benefits & development package

Staff remuneration

The school has a generous salary scale which is based on qualifications and experience. Teaching staff are automatically enrolled into the TPS. A contributory pension scheme is available for support staff.

Staff discounts

Annual season ticket loans, cycle loans, shopping discounts and reductions on ticket prices at the Barbican are among the range of benefits available to all staff.

Employee assistance

The school offers a free and confidential employee assistance helpline.

Staff fee remission

A staff fee remission scheme is available to members of teaching staff for children attending one of the four City independent schools. The rate is currently 50% (pro rata) of full fee for up to seven years. Further details can be supplied to applicants invited to interview upon request.



School lunches

All staff can enjoy a two course lunch in the Hall at Gray's Inn, and there is a daily supply of fresh fruit, tea and coffee available in school.

Collaborative learning communities

We believe that a teacher's learning is greatest when it is structured in a way that makes it collaborative and focused on sharing and exploring best practice through meaningful enquiry. Our approach to professional learning communities is embedded as the main source of pedagogical development and has regular dedicated time within the school week.

All teachers are members of a professional learning group, where they commit to trying out new ideas over an agreed timeframe and carry out mutual observations. Such an open and collaborative approach to developing their own practice has been shown to have the biggest impact on classroom practice, teachers' thinking and ultimately outcomes for pupils.

Training and INSET

The school is thoroughly committed to supporting the professional development of staff and we believe that staff learning is as important as pupil learning at CJS. Staff have five dedicated INSET days for training each academic year. Within the City family of schools, there are frequent opportunities for collaborative professional development and partnerships

There is a generous training budget for courses. In addition, the school provides financial support for staff seeking to undertake more substantial courses of study that are of benefit to the school as well as to the member of staff. Every year it supports members of staff who wish to undertake further study, for example: a Masters in Education, NPQH, ISQAM, etc, and non-leadership qualifications, such as a Child, Adolescent and Family Psychotherapy program, etc. There are further opportunities for staff to further develop their expertise within our various school partnerships.

Regular in-school training is kept relevant and stimulating. It covers a comprehensive range of issues relating to pedagogical, technological, professional and pastoral aspects.



Early Career Teachers and applicants new to teaching

The school will be fully accredited to participate in the IStip ECT Induction Programme in order to provide qualified teacher status. Teachers receive the appropriate time remission in their ECT years to facilitate mentor sessions, training and preparation. Additionally, CJS is fully committed to initial teacher training and works in partnership with a range of Higher Education Institutions offering placements to their PCGE students at the school.

New staff induction

A high quality and comprehensive induction programme will be led by the Deputy Head with sessions running throughout the year for all new joiners. The school supports new teachers by providing extensive feedback through lesson observations, coaching and individual meetings. In addition to a New Staff Induction Day, additional training sessions focus on pastoral care, monitoring progress, assessment for learning, mobile technologies and career progression.

Personal development and appraisal

At CJS, the Personal Development and Appraisal process is designed support the on-going development of individuals and is achieved, in part, through providing regular opportunities for reflection and discussion in dedicated meetings with a senior colleague or Line Manager. It is intended that through discussions staff receive encouragement in their desired development, and any relevant support is identified and actioned.



Staff wellbeing

At CJS we are committed to promoting the best possible wellbeing of all our staff. Our Wellbeing Committee will be comprised of teaching and support staff. Its work will focus on addressing issues from the annual staff wellbeing survey, as well as organising regular social events.

All staff at CJS also have access to the City of London Corporation's CityWell events and initiatives, as well as confidential helplines offering support in all areas of life.

Career progression

Staff are encouraged to take on additional responsibility and there are significant opportunities for internal promotion across a range of positions.

Staff turnover is a healthy balance of people staying at the school to further their careers, and using the school as a springboard to new opportunities.



Conditions of service

Equal opportunities

The school is an equal opportunities employer. The school welcomes applications from all suitably qualified persons regardless of their race, gender, disability, religion/belief, sexual orientation or age. The school's Recruitment Policy is available to read on the school's website.

Safeguarding

CJS is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All applicants should read the school's Child Protection Policy, which is available on the school's website, and are required to declare any criminal convictions or cautions, or disciplinary proceedings related to young people.

All appointments are subject to satisfactory references and checks, including verification of identity, qualifications and right to work in the UK, a satisfactory enhanced Disclosure and Barring Service certificate, medical clearance and overseas checks (where applicable). Applicants should be aware that the school may approach any previous employer to seek a reference.

It is a condition of appointment that employees for whom new DBS certificates are obtained are subscribed to the Disclosure and Barring Update Service, and give the school consent, whilst they remain in employment, to carry out regular checks via this service on the currency of their certificate.

Once appointed, the post-holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact will be to adhere to and ensure compliance with the school's Child Protection Policy at all times. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school they must report any concerns to the school's Designated Safeguarding Lead.



Job Description

The job description is indicative of the nature and level of responsibilities associated with the post. It is not intended to be exhaustive; other tasks may be allocated as necessary from time to time. This job description may be amended at any time, following consultation between the Head and the teacher, and will be reviewed annually.

Key responsibilities

Professional

- Support and assist the Head in providing a happy, safe and stimulating environment in which all children thrive
- Support the Head in fostering parental involvement and in keeping parents informed of school policy, the curriculum and other matters of importance
- Set and maintain high standards of work and teaching, as well as of personal and professional conduct, as guided by the *DfE: Teachers' Standards*
- Comply fully with the requirements as set out in the DfE document *'Keeping Children Safe in Education'* and in the HM Government document '*Working Together to Safeguard Children'* and any relevant supplementary guidance
- Abide by the school's systems and structures as outlined in policy documents, and take appropriate action in accordance with all such documents as and when necessary
- Establish and maintain effective working relationships with colleagues and parents
- Participate as required in meetings with colleagues and parents in respect of the duties and responsibilities of the post
- Take responsibility for one's own professional development, attending INSET and relevant CPD courses
- Be punctual and adaptable, and dress in a smart but practical matter
- Ensure that the principles for the Spiritual, Moral, Social and Cultural development of the children and the principles of the fundamental British Values are actively promoted

Form Teacher Responsibilities

- Maintain accurate registers of attendance and punctuality
- Have oversight for the pastoral needs of the children in the form, supporting them and discussing specific concerns with colleagues and keeping accurate electronic records using the school's safeguarding software
- Liaise with year group colleagues to ensure consistency in planning the curriculum
- Lead form times and support or lead year group assemblies
- Eat lunch with the children from the form at least once a week

Teaching and Learning

- Be a creative and inspirational classroom practitioner
- Plan, deliver and assess core curriculum subjects, liaising with colleagues as appropriate and having regard for the school's vision, policies and schemes of work
- Provide clear planning for lessons and for sequences of lessons that maintains pace, motivation and challenge
- Use a variety of teaching styles and methods and provide constructive feedback verbally and in marking to ensure the effective learning of whole classes, groups and individuals, establishing high expectations of behaviour and attainment
- Integrate assessment for learning to inform planning and provide next steps targets for the pupils
- Select and make good use of IT skills for classroom and management support
- Contribute to the identification, assessment and support of pupils with learning support or special educational needs, liaising with the SENDCo and the Assistant Head Academic
- Provide written reports on individual progress to colleagues, the Head and parents as required
- Create an organised, calm and inviting classroom environment with displays that inspire, inform and celebrate learning
- Contribute to the maintenance and general orderliness of the school environment and its resources

Other Responsibilities including Children's Wellbeing

- Supervise children as required at break and lunchtimes, eating with the children regularly and encouraging good manners and sensible eating habits
- Assist in ensuring that the children's dietary and medical requirements are adhered to, liaising with the school nurse where necessary
- Plan and assist with class or year group outings as required, including residential trips
- Take an active part in year group events such as assemblies, productions and theme days as required
- Assist with any reasonable request in connection with the day-to-day organisation of the classroom or school
- Lead assemblies when required, attend assemblies, open days, 7+ assessments, parents' evenings and other whole school events as required
- Undertake allocated House duties and support House events as required by the Head
- Lead two co-curricular activities per week, one at lunchtime and one after school

Person specification

Qualifications / Professional Development

- QTS or equivalent
- A good honours degree
- Evidence of commitment to Professional Development

Knowledge, skills and experience

- Excellent communication skills
- Outstanding classroom practitioner with proven experience of working successfully as a KS2 form teacher
- Ability to complete administrative tasks accurately and on time
- Integrated and innovative approach to the use of ICT in teaching and administration
- Sound knowledge of the KS2 curriculum and national expectations.
- Sound knowledge of differentiating activities to meet the needs of all learners
- Understanding and experience of inspection frameworks would be desirable

Personal qualities

- Absolute commitment to the highest standards of professional behaviour and to promoting the welfare and safeguarding of children
- Creative problem-solving skills and the ability to see the solutions through to conclusion
- Ability to see the wider picture and think strategically; an eagerness to embrace, initiate and manage change
- Ability to remain positive, enthusiastic and effective under pressure; able to maintain a healthy sense of perspective
- Empathetic and compassionate; a good understanding of boundaries
- The ability to relate well to children and develop effective professional working relationships with adults
- Ability to prioritise and work flexibly as workloads require, and a willingness to take ownership of tasks and use own initiative
- Attention to detail and the ability to actively question and clarify information
- Willingness to reflect and to learn
- Ambitious, forward-thinking and motivated individual.