



Field End Junior School

Class teacher

April 2023



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Dear applicant,

Thank you for your interest in the post of class teacher at our school. We hope that you find the information provided to be helpful, and that you decide to apply and join our wonderful team.

Field End Junior School is a three-form entry school that shares its site with the infant school. The school joined Vanguard Learning Trust in September 2021. We are outward facing and value our partnerships with other local schools. Our school has successfully served its community for over 70 years and is held in high esteem by our families.

Our school is a happy and vibrant place to work. The staff are very committed to providing the very best education for each child. The children enjoy coming to school and are a pleasure to teach. Field End Junior School has undergone many changes and is now at a very exciting phase.

We are looking to appoint an inspiring class teacher who is committed and passionate about making a difference to the lives of each child and providing the best education for them. Visits to the school are highly recommended, please telephone the school on 02088668752 or email Jackie Jones, Office Manager on hr@fieldendjuniors.org.uk to arrange a visit.

I look forward to meeting you and telling you more about Field End Junior School.

Yours faithfully,

Jacqueline Phelan
Headteacher

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About the Trust

Vanguard Learning Trust is a cross-phase Trust in the London Borough of Hillingdon. Vyners Learning Trust was established in February 2015 when Ryefield Primary School and Vyners School formed the multi-academy trust. In September 2018, Ruislip High School joined the Trust which was renamed Vanguard Learning Trust. Hermitage Primary School and Field End Junior School both joined the Trust in September 2021.

School information about the other schools in Vanguard Learning Trust

Hermitage Primary School

On entering Hermitage Primary, visitors cannot fail to notice the warm, family feel that permeates the school. Hermitage is a happy, welcoming, stimulating environment where everyone cares about each other and all interactions are based on mutual respect. Hermitage opened in 1968 and is a community school located in Uxbridge. From their first tentative sessions in Nursery through to their final days in Year 6, staff strive to teach pupils their place in the school, the community and beyond.

Ruislip High School

Ruislip High School opened its doors to its first cohort of Year 7 in September 2006. It is a mixed, comprehensive secondary school situated in South Ruislip. Ruislip High School has evolved into a school of choice in the local area with circa 1100 pupils. The school has been designated outstanding in both Ofsted inspections in 2007 and 2011. Ruislip High School's logo symbolises the school's motto -from grass roots, to reaching for the sky- which represents high aspirations and pupils' journey as they progress through the school.

Ryefield Primary School

Ryefield was established in 1960 and as a school community it strives for excellence. Ryefield is an excellent school where its children love learning and achieve the highest standards possible in a thriving multicultural learning environment. Above all Ryefield strives to touch the lives of all its children to ensure they grow up to be reflective, self-aware, and resourceful; they are at peace with themselves; empathetic towards others and confident young people.

Vyners School

Vyners School was established in 1960. It is a highly oversubscribed mixed secondary, comprehensive school based in Ickenham with circa 1,200 pupils. Vyners is an extremely popular and successful school with an excellent reputation for academic achievement and extracurricular activities. Underpinned by its school's values -community, aspiration, respect and endeavour- Vyners prides itself on the positive relationships that exist in the school and the sense of being part of a happy community. In May 2019, Ofsted designated Vyners as outstanding as part of its Section 5 inspection.

Job description: Class teacher

Reports to:	Headteacher, Phase leader
Salary:	MPS 1 - UPS3 FTE £32,407 to £48,055 (depending upon experience)
Working days:	Monday - Friday, full-time, permanent
Start date:	September 2023

Main purpose of the role:

- To perform the duties of a teacher as outlined in the School Teachers Pay and Conditions document;
- To meet the expectations set out in the Teachers' Standards;
- To have responsibility for a class of children and to teach according to the school's guidelines and policies; and
- To be able to plan, deliver, monitor and evaluate pupils' learning.

Safeguarding

Field End Junior School and Vanguard Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS disclosure is required for all posts. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. The safeguarding responsibilities of this post are detailed in the candidate information brochure.

Equality and diversity

Field End Junior School and Vanguard Learning Trust embrace diversity and promote equality of opportunity.

Duties and Responsibilities

Teaching and Learning	<ul style="list-style-type: none">• To plan and teach well-structured lessons, following the school's plans, curriculum and schemes of work• To adapt teaching to respond to the strengths and needs of the pupils• To set high expectations which inspire, motivate and challenge pupils• To monitor the overall progress and development of pupils as class teacher• To practice sound classroom management of primary aged pupils• To demonstrate good subject knowledge• To deploy support staff effectively• To create a stimulating environment conducive to a range of learning styles
Communication	<ul style="list-style-type: none">• To communicate effectively with the parents of pupils as appropriate• To provide information for parents, trustees and governors so that they have an understanding of school policies and its implementation• To liaise with those responsible for inclusion within the school• When appropriate, to liaise with external support agencies
Staff development	<ul style="list-style-type: none">• To demonstrate a commitment to professional development through attending the required courses• To identify key professional development needs through a system of appraisal (where appropriate)

	<ul style="list-style-type: none"> ● To attend staff meetings and take part in formulating and implementing whole school policies ● To contribute to and on occasion lead staff meetings as appropriate ● To participate in own performance management and that of other staff as required
Assessment	<ul style="list-style-type: none"> ● To track pupils progress and use the information to inform teaching and learning through use of effective assessment for learning strategies ● To provide or contribute to oral or written assessments or reports ● To provide assessment data, according to the assessment timetable, to the designated leader ● To provide pupils with effective feedback
School Improvement Plan /Self-evaluation strategies	<ul style="list-style-type: none"> ● To contribute to the school improvement plan and support strategies for its implementation
Pastoral Support	<ul style="list-style-type: none"> ● To assist in the implementation of the school's behaviour management systems and policies, so that effective learning can take place ● To contribute to the PSHCE and pastoral support systems in accordance with school policy
Additional Duties	<ul style="list-style-type: none"> ● To play a full part in the life of the school community, to support its ethos and to encourage and ensure staff and pupils follow this example ● To support the school in meeting its legal requirements for worship ● To comply with the school's health and safety policy and undertake risk assessments as appropriate ● To keep informed of current initiatives and good classroom practice ● To have knowledge of the requirements of the National Curriculum and its implementation

The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

Note

This job description is not your contract of employment or any part of it. It 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

Signatures

Signature of Post holder: _____

Date: _____

Signature of Headteacher: _____

Date: _____

Person Specification

For the supporting statement, applicants should address and evidence their experience, skills and qualifications in relation to the key criteria detailed in this person specification. This section should be no more than two sides of A4 font, size 12.

Qualifications and experience	Essential	Desirable	Method of Assessment
Qualified teacher status	✓		1
Previous experience of teaching in Key Stage 2	✓		1
An effective classroom practitioner with a thorough understanding of what is necessary for high quality teaching and learning	✓		1, 2 & 3
Teaching across the Key Stage		✓	1
Working in partnership with parents		✓	1
Experience of subject leadership		✓	1 & 2
The theory and practice of providing effectively for the individual needs of all children (e.g., classroom organisation and learning strategies)	✓		1, 2 & 3
New national curriculum and its applications	✓		1 & 2
The monitoring, assessment, recording and reporting of pupils' progress	✓		1 & 3
The statutory requirements of legislation regarding Equal Opportunities, Health & Safety, SEN and Child Protection	✓		1 & 3
The positive links necessary within school and with all its stakeholders	✓		1 & 3
Effective teaching and learning styles	✓		1, 2 & 3
A wider understanding of current educational issues		✓	1 & 3
The ability to use ICT in the classroom, including interactive white boards		✓	1, 2 & 3

Skills and abilities	Essential	Desirable	Method of Assessment
Promote the school's aims positively, and use effective strategies to monitor motivation and morale	✓		1, 2 & 3
The ability to develop an inclusive classroom setting	✓		1, 2 & 3
Develop positive personal relationships with a team	✓		1, 2 & 3
Establish and develop positive relationships with parents, governors, trustees and the community	✓		1 & 3
Communicate effectively (both orally and in writing) to a variety of audiences	✓		1, 2 & 3
Create a happy, challenging and effective learning environment where all children feel valued	✓		1, 2 & 3

Personal skills and attributes	Essential	Desirable	Method of Assessment
Professionalism	✓		2 & 3
Sense of humour	✓		2 & 3
Kindness	✓		2 & 3
Flexibility	✓		1, 2 & 3
To be a proactive member of the school community	✓		1, 2 & 3
Hard-working	✓		1 & 3
Common sense and initiative	✓		2 & 3
Work effectively both independently and as part of a team	✓		1, 2 & 3
Ability and commitment to contribute fully to the tasks in school	✓		1, 2 & 3

To uphold the ethos of our school	✓		1, 2 & 3
An interest in professional self-development	✓		1 & 3
A willingness to contribute to the wider life of the school	✓		1 & 3

Key to methods of assessment

1. Application form and supporting statement
2. Final selection Interview
3. Tasks

All aspects of the personal specification will be assessed through the recruitment process. Applicants should ensure that all aspects of the qualifications and experience section are explicitly referred to in their application form including using the supporting statement if required.

How to apply

Application process

In addition to this candidate pack, the school's website ([click here](#)) will provide prospective applicants with all relevant information and publications.

Applicants should complete the application form, ensuring that their supporting statement relates to the personal specification provided in this pack and is no more than two sides of A4 font size 12. In compliance with safer recruitment guidelines, CVs will not be accepted. Completed application forms should be sent to

The closing date for applications is **9am on Tuesday May 2nd 2023. Shortlisting will take place on Tuesday May 2nd 2023 and the interview process will be held on Thursday May 4th 2023.**

Please note, parking is not available on the school site but advice will be given regarding where parking is available locally if you are shortlisted for an interview.

Selection process

Full details will be provided to all candidates selected for the interview process; as noted, it will be held on 1 day and will include:

- teaching a class; and literacy task
- a panel interview.