

Curzon Crescent and Fawood Children's Centres Partnership

incorporating Challenge House





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Executive Head

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Fawood Children's Centre
35 Fawood Avenue
Stonebridge
London
NW10 8DX
020 8965 9334
www.fawood.org.uk



Curzon Crescent Children's Centre
Curzon Crescent
Willesden
London
NW10 9SD
020 8459 6813
www.curzoncrescent.org.uk

Dear Candidate,

June 2018

Thank you for your interest in our vacancy for a Nursery Teacher. My name is Jackie Marsh and I would like to take this opportunity to tell you a little about our provision.

We are a federation of 2 Nursery Schools and 3 Children's Centres. We are a focal point for the local community and provide a range of services for young children and their families. Curzon Crescent is the oldest Nursery School in Brent and caters for over a hundred children over the age of two years old.

The Nursery Schools and Children's Centres are in the heart of the rich and vibrant borough of Brent. We have a strong reputation for inclusion and love the fact that our Nursery community is so diverse.

Parents and children enjoy visiting our Centres; we have a varied programme of sessions and courses for parents, as well as full day and part time provision for children in our Nursery Schools. Parents and Children feel safe and respected and they know that there is always someone who will listen to them. Our Centres are safe, warm and caring places where children can play in a stimulating environment.

At the heart of our success is our most valuable resource, our staff team. We invest heavily in ensuring that everyone has the skills they need both to fulfil their current role and to prepare them for their future aspirations.

The best way for you to find out what makes our Centres such a special and exciting place to work is to take a look at our website and come and visit us.

Please contact:

Jackie Ashbourne Office Manager: Jackie@curzon.brent.sch.uk to arrange a visit.

I would like to draw your attention to our website specifically:-

- What we offer: About us
- Our vision
- Our values: Partnership way
- Ofsted

I look forward to hearing from you.

Kind regards
Jackie Marsh
Executive Head Teacher



Incorporating Challenge House, 1 – 2 Bank Buildings, High Street, Harlesden, NW10 4LX



Job Description

FAWOOD CHILDREN'S CENTRE



Fawood Children's Centre

SERVICE AREA: Children and Families

POST TITLE: Teacher in mainstream nursery (3 days per week) and ASD Additionally Resourced Provision (2 days per week)

Salary MPS

1. PURPOSE OF JOB

To provide rich and stimulating teaching which ensures that all pupils reach the highest possible standards across the curriculum

To develop and maintain a flexible process of inclusive learning for children with ASD, both within the Provision and within the nursery

To deliver the EYFS as relevant to the age and ability of individuals/groups, in recognition of the Centre's wider policies

To work in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies, including the therapists and services commissioned to work in the Resourced Provision

To be responsible for promoting and safeguarding the welfare of children and young people within the Centre

2. DIRECTLY RESPONSIBLE TO

Deputy Head of Centre

3. SERVICE RELATIONSHIPS

The post-holder will liaise with all members of the centre's staff.

4. MAIN DUTIES AND RESPONSIBILITIES

All teachers are required to carry out their duties as set out in the current School Teachers Pay and Conditions document. At these schools the following areas have been highlighted as being of particular importance.

Teaching

- Plan for progression across the age and ability range you teach, designing effective play opportunities in accordance with the needs of individual learners
- Teach challenging, well organised group sessions, using an appropriate range of teaching strategies which meet individual learners' needs

- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- To ensure that the needs of pupils with SEND are fully met through a range of innovative and age appropriate teaching styles
- Be a positive role model in terms of behaviour, work and attitude to children and non-teaching staff alike
- Set high standards of work and behaviour across the Centre
- Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development via next steps
- Advise and work collaboratively with other non-teaching key people on the preparation and development of teaching materials, teaching programs, methods of teaching and assessment and pastoral arrangements as appropriate

Communication and Partnerships

- Work as a team member and identify opportunities for working with colleagues and sharing the characteristics of effective practice with them
- Communicate and consult with the parents/carers, valuing their contributions to their children's learning, home visits, family conferences and annual reports
- Communicate and co-operate with all service providers, making clear referrals to the Family Services Team where relevant
- Be fully conversant with the Centre's procedures and policies

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary
- Be responsible for your own continuous professional development and participate fully in training and development opportunities identified by the Centre or as developed as an outcome of your performance management
- Participate in any relevant meetings/professional development opportunities at the Centre which relate to learners, the provision or the organisation of the Centre

Health and well-being

- Establish a stimulating, purposeful and safe learning environment for learners
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for play, in line with the Centre's behaviour policy
- Use a range of behaviour management techniques and strategies adapting them as necessary to promote self-control and independence of all learners
- Raise all concerns regarding the behaviour, progress or welfare/child protection of any learner with the appropriately identified person
- Be responsible for promoting and safeguarding the welfare of children and young people within the Centre

Management

- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil □ Ensure that students and volunteers who are working with you are able to effectively support the play and well-being of all children
- **Administration**
- Participate in and carry out any administrative and organisational tasks within the remit of the School Teachers' Pay and Conditions document

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate

Exercise of Particular duties

- You shall perform any reasonable duties as requested by the Deputy Head/Executive Headteacher

Fawood Children's Centre

PERSON SPECIFICATION

Post Title: Teacher in mainstream nursery (3 days per week) and ASD Additionally Resourced Provision (2 days per week)

Grade: MPS

PLEASE NOTE

The method of assessment for each criterion is shown in the right hand columns. The short-listing criteria are indicated by an asterisk in the application form column. Short-listing for interview will be based solely on whether the candidate indicates on their application form that they meet these Short-listing Criteria.

	Essential	Method of Assessment		
		Application	Interview	Task
Qualifications	• Qualified Teacher Status	*		
	• Clear evidence of continuing professional development	*		
Experience	• Successful experience of teaching pupils across the full ability and age range.	*		
	• Successful experience of supporting students with special needs and in particular students with ASD.	*		
	• Experience of teaching in a multi-cultural environment.	*		
	• Evidence of effective working with a range of external agencies.		*	
Skills & Abilities	• Ability to form effective relationships with pupils, and their families, including pupils with ASD.	*	*	
	• Ability to model effective teaching methods in order to raise achievement.	*		
	• Ability to communicate effectively always advocating the needs of children and families.			*
	• Ability to managing a conflicting workload and operate effectively under pressure.	*		
	• Ability to plan for individual progression and next steps in learning and development			*
	• Ability to use the children's progress data to make informed decisions to both the provision and practice		*	
Knowledge & Understanding	• Deep knowledge of the EYFS including understanding of how young children learn	*	*	*
	• Thorough understanding of Special Needs Code of Practice, Disability Discrimination Act, ECM and the role of Children Centre's in the community.	*	*	
	• Knowledge of Health & Safety, Child protection and Safeguarding Requirements.		*	
	• Extensive knowledge of inclusive approaches and communication systems for students with ASD.			*
Dispositions and Commitment	• Commitment to the work of Children's Centre's, social inclusion and to raising standards for all pupils.		*	
	• Commitment to furthering one's own learning and using research as a driver for development and innovation.	*	*	
	• Demonstrate unequivocal high expectations of pupils and non-teaching staff, students and volunteers			*
	• Value the impact that non-teaching staff have within a nursery context and demonstrate a commitment to enhancing this		*	

Equal Opportunities (Mandatory)	<ul style="list-style-type: none"> Commitment and contribution to Centre's Equalities policies and duty to promote community cohesion 	*	*	
Customer Care (Mandatory)	<ul style="list-style-type: none"> Demonstrable commitment to building an outstanding relationship with children, families and the Centre's community as a whole. 	*	*	

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Selection Process Guidance

We take safe and robust recruitment very seriously within the Partnership

Equity

Our aim is to ensure that we recruit the very best candidate for the job, ensuring that the selection process is fair and without discrimination for or against any candidate on the basis of age, religion, disability, ethnicity, sex, marital status or sexual orientation.

Safeguarding

As part of our commitment to safeguarding and promoting the welfare of young children, we also use the selection process to thoroughly assess the suitability of each candidate to work with children. This is done by:

- being explicit about our commitment to keeping children safe;
- checking the accuracy of information provided on the application form and exploring safeguarding issues in some detail at interview;
- scrutinise references before interview wherever possible;
- ensuring that all potential employees obtain a satisfactory Enhanced Disclosure and Barring Service (DBS) check; and
- ensuring that DfE guidance regarding Disqualification by Association is adhered to.

Processes

The person specification for the job sets out the criteria used to assess each candidate's suitability for the position throughout the selection process. This process comprises many elements to enable us to be sure that we select the right candidate.

Below is an outline of the selection process, so that you understand how to demonstrate your abilities fully at each stage.

1. Visits to the school

We strongly recommend that you come and visit our Centres for yourself and take a look at our website. It is the best way to decide whether this is somewhere you would like to work. During the visit, we will ensure that a senior leader is on hand to answer any questions you may have - at this stage you are selecting us!

2. Applications

Please use our application form to make your application. It is important that all sections of the

form are completed in full, as we will not consider incomplete applications. Section 5 (knowledge, skills and experience) provides an opportunity for you to demonstrate how you meet the criteria from the person specification. Please note that we do not accept CV's as part of the selection process. The closing date for applications is Tuesday 10th July 2018 (8.30am) Applications received after this time will not be considered.

3. Shortlisting

A panel of senior staff will assess all applications against the criteria in the person specification. We also check carefully for anomalies or discrepancies. Please ensure you provide a full employment history. Candidates, who successfully meet the criteria outlined in the person specification, will be invited to interview via telephone and confirmation e-mail. Due to the volume of applications; we regret we are not able to offer application form feedback. If you have not heard from us within 3 working days of shortlisting; please assume that on this occasion you have been unsuccessful.

4. References

We request references for all candidates who are invited to interview prior to the interview date. We ask referees to provide a clear judgement about your ability and comment on your suitability to work with children. Your first referee should be your current (or most recent) employer. Your second referee should be your next most recent employer where you were working with children. If you are a student completing your course at the end of the year, you should give your college tutor and the headteacher of the school where you completed your teaching placement.

5. Interview day

Our interview day is made up of several tasks and activities designed to fully assess your skills and abilities. Each aspect is scored using the person specification. Although each role and therefore process is different, we always have the following core components: working with children, a written task and an interview with the panel.

6. Final selection

Following the tasks that form the process, we give each candidate a score against each criterion within the person specification. If no candidate meets the required standard we will not recruit - we are unequivocal in our pursuit of the best possible candidate.

If one or more candidates are deemed suitable to appoint, they will be contacted in order of suitability and a verbal offer of appointment made.

All applicants will be notified by telephone if unsuccessful and will be offered brief feedback during this telephone conversation, with more detailed feedback at a later time should this be requested.

7. Offers of appointment

If we offer you a position, this offer will be provisional subject to references, medical check; DBS check and proof of identification and qualification all being satisfactory.

Curzon Crescent & Fawood Children's Centres Partnership

APPLICATION FOR A TEACHING POSITION

Please complete in type or black ink (refer to guidance notes for help) **CONFIDENTIAL**

Post Title	Post Reference
School	

PART A – Personal Details				
First name(s)		Last Name		Title
If you have been known by any other names, please list these here along with the dates used:				
Current Address				
Postcode				
Telephone number	Day Evening Mobile			
Email				
Do you have qualified teacher status: Yes <input type="checkbox"/> No <input type="checkbox"/>				
Date of Recognition as Qualified Teacher:		Have you completed a period of probation/induction? Yes <input type="checkbox"/> No <input type="checkbox"/>		
DfE number:		Are you registered with the Teaching Agency?: Yes <input type="checkbox"/> No <input type="checkbox"/>		

Do you require a certificate of sponsorship to work in the UK?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are there any other restrictions on you working in the UK?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please provide details:		

Please indicate if you have a disability that you would like the school to take into account:	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
If you have answered 'yes' please give details of any assistance you need during the recruitment and selection process:	

Part B – Education and Training

Please give details of all academic and/or vocational qualifications you have obtained which are relevant to this post

[illegible]

Please continue on a separate sheet if necessary

Part C – employment history

Name and address of current employer

Postcode			
Post held:			
Date started:	Until:	Salary:	Grade:
Key roles and achievements:			
1			
2			
3			
Reason for leaving:			

Please provide a full history in chronological order of all occupations, periods of training and voluntary work carried out since leaving secondary education. Please include details of what you were doing if not employed or in education/training.

[illegible]

Part D - Experience/relevant skills/further information

Use this section to show how you meet the criteria for this post drawing on all aspects of your education, skills and experience. Please ensure that you address all criteria on the person specification.

Part E – Verification of Employment and Declarations			
Referees. Please give the names of two people who can provide you with a reference. One should be your current or most recent employer. If you are not currently working with children, but have done so in the past, then one of your references should be from that employer. References will not be accepted from relatives or friends.			
Referee 1		Referee 2	
Name		Name	
Occupation/status		Occupation/status	
Address		Address	
Telephone No.		Telephone No.	
Email		Email	

Voluntary Aided Schools (if applicable). Candidates for either Roman Catholic or Church of England Schools should give the address of the Parish Priest or Vicar as appropriate.	
Name	Status
Address	
Telephone no.	
Email	

☐ **Please tick this box if you do not wish the council to approach your present employer until, and if, a firm offer of employment has been made.** We will seek to obtain references for all shortlisted candidates prior to interview. We will ask for any necessary confirmation of relevant qualifications and whether there have been any disciplinary offences, whether or not these are time expired, relating to children or whether the applicant has been the subject of any child protection concerns, along with the outcome of any enquiry.

Declaration of Interests
Are you related or do you have a close personal relationship with a Governor, Teacher or other staff member at the school, or a local Councillor? Yes <input type="checkbox"/> No <input type="checkbox"/>
If you have answered 'yes', please give details:
If appointed, do you have any business and/or financial interests which might conflict with the duties of this post? Yes <input type="checkbox"/> No <input type="checkbox"/>
If you have answered 'yes', please give details:

Rehabilitation of Offenders Act and Declaration of Fitness to work with Children	
<p>The successful applicant for this position will be required to provide a satisfactory Enhanced DBS check.</p> <p>This post is exempt from the Rehabilitation of Offenders Act (1974). This means that you must declare all convictions, cautions and bind-overs, regardless of whether they would be considered to be 'spent' for the purposes of this Act.</p> <p>If you have any such convictions, cautions and bind-overs, you must include details of these in a separately attached, sealed envelope, marked as 'confidential'.</p>	
<p>I have convictions, cautions and/or bind overs:</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>If, 'yes' – I have attached details of the above in a separate envelope:</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>I confirm that I am not listed on Barred List disqualified from work with children, or subject to sanctions imposed by a regulatory body, e.g. the General Teaching Council (GTC) and that the information I have provided about any convictions, cautions and bind-overs is accurate and complete</p>	
<p>Signed:</p>	<p>Date:</p>

Declaration and fair processing statement	
<p>I declare that to the best of my knowledge the information given on this form is correct and can be treated as part of any subsequent contract of employment. Failure to disclose information or providing false information may result in rejection of the application form and/or disciplinary action being taken, including dismissal.</p> <p>This school is under a duty to protect the public funds it administers and to this end may use the information you have provided on this form within the authority for prevention and detection of fraud. It may also share this information with other bodies administering public funds for this purpose.</p>	
<p>Signed:</p>	<p>Date:</p>