



Raphael Independent School

Primary Class Teacher Application Pack





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Welcome from the Head teacher

Dear Applicant

Thank you for the interest you have shown in the recently advertised position of Primary Class Teacher at Raphael Independent School.

Raphael Independent School is a small 4-16 Independent School in Hornchurch, Essex, with 135 pupils currently on roll. We are proud of the school's success in its academic results and we are committed to promoting an ethos and culture of celebration, whilst providing a friendly and inclusive environment, with a strong pastoral care system, that values every member of the school community.

We offer a warm and caring environment to all our pupils and our multicultural community values good behaviour and mutual respect.

Our teaching groups are small in number providing children with individual and group learning and support. Our teachers provide a planned programme of education based on the National Curriculum throughout the school and they need to be flexible and able to adapt to the working needs of the school.

The successful candidate will enjoy the support and goodwill of an outstanding staff team and an energetic and committed Board of Directors.

Our website will provide you with detailed information about school life, the curriculum and recent activities, so please do take a look.

To understand the ethos and vibrancy of our school, a visit is warmly recommended. Please make an appointment by contacting Anita Hargrove - Office Manager, in the first instance on 01708 744735, to experience at first-hand what makes our school so special to us and to see if you would like to join Raphael Independent School.

We hope you find the enclosed information helpful and look forward to receiving your completed application.

Yours sincerely,

Claudette Salmon
Head teacher of
Raphael Independent
School



About Our School

Raphael has come a long way since it began as Clark's College in Romford in 1935. Building on the best of traditional values and embracing the exciting educational opportunities of the 21st century, we offer families good quality education in small class sizes.

Our multi-cultural community values good behaviour, mutual respect and co-operation, believing that each pupil is a unique individual who has the right to learn at school in a secure and structured environment.

The school was founded in 1935 as a secondary school, extending its age range over the years. In 1974 it became an independent day school and changed its name to Raphael gradually evolving to provide coeducational Infant, Junior and Secondary schooling for day pupils. In 1994 the school moved to its present site in a mainly residential area of Hornchurch in the Borough of Havering and now offers education for pupils aged from four to sixteen. Havering is an Outer London Borough with main line and underground links to Central London. The school is within 10 minutes of the M25 and is a 15 minute walk from Romford British Rail Station.

The Ethos of Our School

Raphael Independent School maintains a positive ethos in all we do within a friendly and welcoming educational environment, showing respect for all individuals who work and learn here.

The Aims of Our School

- We aim to provide a high standard of academic education, providing individual attention within a secure setting
- We aim to develop all round skills so that each pupil is encouraged to participate in a wide variety of educational activities
- We aim to foster in each pupil a consideration for others, cultural tolerance, good manners, controlled behaviour, a sense of right and wrong, honesty, patience, duty and service.

Governance of the school is exercised by a board of three Directors working in partnership with the Head teacher.





Achievement

2017 Results

Key Stage 1 Results

2017

	Below expected achievement	Achieved Expected achievement	Total
Reading	100%		100%
Grammar, Punctuation and Spelling	100%		100%
Mathematics	100%		100%

80 – 99% – Below expected achievement

100 – 120% – Achieved expected achievement

There was only one year two pupil who took this test in 2017

Key Stage 2 Results

2017

	Below expected achievement	Achieved Expected achievement	Above Expected achievement	Total
Reading	0%	11%	89%	100%
Grammar, Punctuation and Spelling	0%	0%	100%	100%
Mathematics	22%	0%	78%	100%

80 – 99% – Below expected achievement

100 – 120% – Achieved expected achievement



Staff Structure 2017 - 18

Senior Management Team

MRS M. HOWLAND	Director of Admissions and Communications
MRS L. SKYERS	Assistant Head of Seniors, History, Geography, Safeguarding & Exams Officer
MR C. WARD	Assistant Head of Juniors, Y6 Teacher
MRS S. BHACHOO	Assistant Head of EYFS & Prep 1 and 2 Class Teacher

Teaching Staff

MRS R. AGGARWAL	KS2, KS3 & KS4 Head of Science Teacher, S10 Form Tutor
MISS H. AGUIRREBENGOA	KS1-4 MFL, S9 Form Tutor
MISS G. ABDI	KS3 & KS4 English, Drama, S7 Form Tutor
MR K. DEVLIN	KS1-4 Computer Science, Business Studies
MISS C. HANSFORD	Juniors 5 Teacher
MRS J. KINGDOM	Reception Early Years Practitioner
MRS M. MANN	KS3 & KS4 Art
MR J. MAYBURY	KS1–KS3 Music
MR S. RUPAN	KS3 & KS4 Mathematics S8 Form Tutor
MR M. SHULVER	PE Coach
MRS D. LOTTERING	Juniors 3-4 Class Teacher

Teaching Assistants

MRS T. HILL	Primary Teaching Assistant
MISS S. BAYLESS	Primary Teaching Assistant
MRS T. SMITH	Primary Teaching Assistant

Administration

MRS A. HARGROVE	Office Manager
MISS J. ST LEGER	Office Secretary
MR R. LANE	Bursar



Job Description

This job description is based on the DfE Teacher Standards which define the core purpose and functions expected of a good teacher.

Core Purpose

At Raphael Independent School, we expect teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. We expect teachers will act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

Set high expectations which inspire, motivate and challenge pupils

- 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 of pupils.

Promote good progress and outcomes by pupils

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

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired



- reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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 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 be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

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

Manage behaviour effectively to ensure a good and safe learning environment

- 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 have high expectations of behaviour, and establish a framework for
- discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.



Part two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Person Specification

	Essential
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status
Experience	<ul style="list-style-type: none"> • Proven ability as classroom teacher judged to be at least good if not better within the current Ofsted framework • Experience of teaching and learning across the Primary Curriculum, including working creatively to develop learning • Working effectively in a team • Experience of raising the achievement of a range of children, including the most able and vulnerable children eg., those with SEN
Professional Knowledge Understanding and Skills	<p>An understanding of:</p> <ul style="list-style-type: none"> • What constitutes quality and high standards in learning and teaching across whole primary age range, including Foundation Stage • Inclusion and strategies for engaging all learners • What constitutes appropriate and successful relationships with children • Safeguarding in a primary school • Effective organisational skills • Ability to work well with parents, carers and the community • Understanding of monitoring and evaluating teaching and learning • Knowledge of use of assessment data and Assessment for Learning strategies • Ability to reflect on own teaching and make improvements as identified
Specific Knowledge Understanding and Skills	<ul style="list-style-type: none"> • Using a positive approach to promote learning and excellent behaviour • Confident and competent user of ICT • Appropriate knowledge and skills relating to the learning and development of pupils with SEN, EAL and newly arrived, as relevant to the post
Curriculum	<ul style="list-style-type: none"> • The National Curriculum and assessing pupil progress • An understanding of creative learning • Cross curricular learning and teaching • A commitment to personalised learning
Professional Values	<ul style="list-style-type: none"> • High expectations of everyone



	<ul style="list-style-type: none">• Learning should be active and motivating for all• Willingness to use variety of teaching strategies to engage all learners• Commitment to the personal welfare and safeguarding of children
Personal Qualities	<ul style="list-style-type: none">• Passionate about Learning and Teaching• Displays warmth, care and sensitivity in dealing with children• Open minded, self evaluative and adaptable to changing circumstances and new ideas• Able to enthuse and reflect upon experience• Ability to work flexibly• Ability to prioritise and organise self• Good interpersonal/communication skills• Insight into what is important in our school• Brings personal interests and enthusiasms to the school community
Contra Indications	<ul style="list-style-type: none">• Criminal convictions involving offences against children

Above all, you need to like children, to want the very best for them and be prepared to put their needs first. You recognize the importance of educating the whole child, including all learners and achieving high standards, within a creative, broad and innovative curriculum. You must be committed to 'putting in the extra mile' in order to ensure that the school continues its journey to outstanding.

Raphael Independent School is committed to safeguarding and promoting the welfare of children and young people and the successful candidate must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).



How to Apply

If you decide to make an application please look carefully at the Job Description and Person Specification.

Your supporting statement should be no longer than 3 sides of A4 and should be tailored to demonstrate your suitability for this post.

CVs will not be accepted and interviews will be offered to those applicants' best demonstrating how their skills, abilities and experience match the person specification and can demonstrate and evidence their commitment to our school.

Please complete **either** the word **or** pdf format of the application form.

Key Dates

Closing date:

Friday June 29th 2018 at 10am

Shortlisting:

Week commencing July 2nd 2018

Interviews:

Week commencing July 9th 2018

Visits to the school:

By arrangement, please contact Anita Hargrove as below.

Any Questions?

If you would like an informal discussion about any aspects of this job opportunity, please contact Anita Hargrove (Office Manager) in the first instance on 01708 744735

Applying

If you decide to apply for this post please return your completed application form to: admin@raphaelschool.com





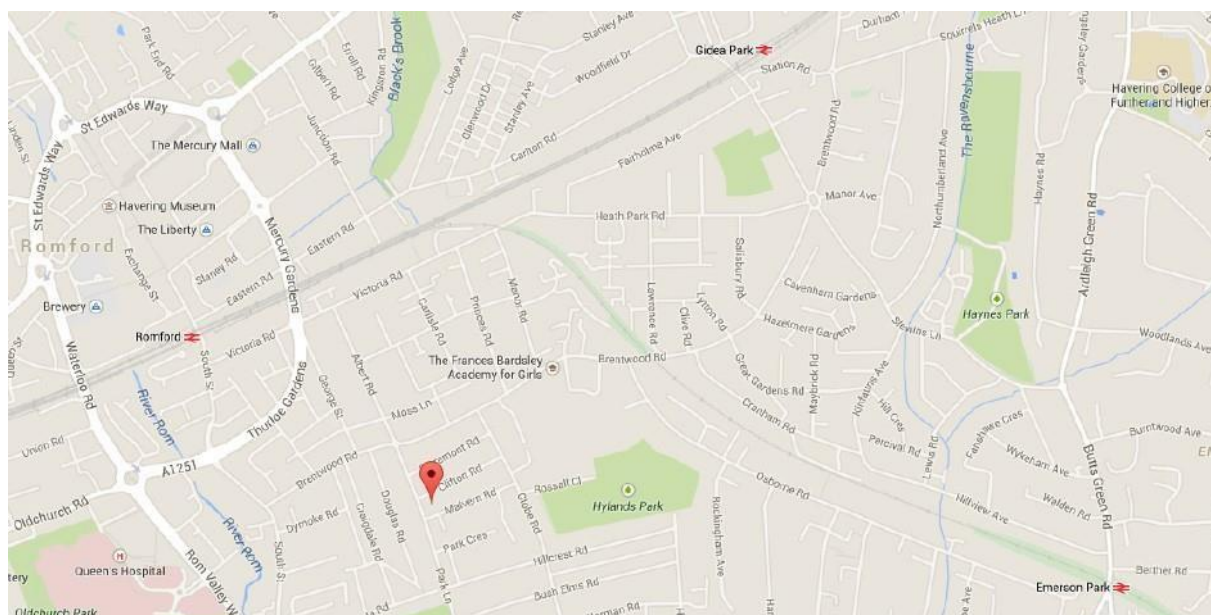
Raphael Independent School

Location

Raphael Independent School
Park Lane
Hornchurch
RM11 1XY

Tel: 01708 744735

Email: admin@raphaelschool.com





Additional Information

Please click on the links below for additional information.

Raphael ISI Inspection Report

Please click [here](#).

Independent Schools Inspectorate Website

Please click [here](#).

Schools in Havering

Please click [here](#).

Properties for sale in the RM11 area

Please click [here](#).





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