

The Horsell Village School

Class Teacher Application Pack



Inspiring Learning Creating



Contents

| | |
|---|----|
| Front Cover | 1 |
| 1. Invitation to apply from the Headteacher | 2 |
| 2. Application | 3 |
| 2.1 Requirements for references | 3 |
| 2.2 Vacancy Timeline | 3 |
| 3. About The Horsell Village School | 4 |
| 4. Person Specification for Class Teacher at The Horsell Village School | 5 |
| 5. Job description for Class Teacher at The Horsell Village School | 6 |
| 6. Teacher Standards at The Horsell Village School | 9 |
| 7. Induction Process at The Horsell Village School | 11 |

1. Invitation to apply from the Headteacher

Dear Applicant,

Thank you so much for the interest you have shown in the position of Class Teacher at The Horsell Village School. We enclose some information about our school which we hope you will find of interest.

The advertised post offers a fantastic opportunity for the successful candidate to work as part of an experienced team. We are keen to appoint a new member to our team who will join our community of children, staff and Governors with high aspirations and a real thirst for learning and success. There is a real desire and commitment from all to make the school even better.

Enclosed please find a job description and person specification which provide more details about what we are looking for. You are warmly welcome to visit the school beforehand if you don't already know us. When writing your letter of application please address the priorities identified in the job description, including your reasons for applying and what you can bring to the role.

We would like to thank you again for your interest in the position; we look forward to receiving your application.

Yours faithfully

Mrs Jane Reeve, Headteacher



2. Application

2.1 Requirements for references

Candidates will be asked to submit along with their application:

- Two referees who will be contacted prior to interview; one of whom should be your current or most recent employer
- Your full employment history
- Relevant Qualifications (original certificates to be provided at interview stage)

The Horsell Village School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced Disclosure and Barring Service check will be sought from the successful applicant.

2.2 Vacancy Timeline

Please return your full application no later than **12 noon Friday 13th March 2020** to:

Fiona Girdler – School Business Manager
The Horsell Village School
Church Hill
Horsell, Woking
Surrey
GU21 4QQ

Or email: admin@horsell-village.surrey.sch.uk

Please note that all applications will be considered upon receipt and for an exceptional candidate an appointment may be made before the closing date. Therefore, it is recommended that if you wish to apply for this position you do so as soon as possible.

| Undertaking | Date | Information |
|-----------------------------|---|---|
| Closing Date | Friday 13 th March 2020 12 noon | Please assist us by notifying your referees that we will be asking for references for shortlisted candidates, and their speedy response would be greatly appreciated. |
| Shortlisting | Monday 16 th March 2020 | |
| Request to attend interview | Monday 16 th March 2020 | Successful shortlisted candidates will be contacted by telephone and then email |
| Interview | Thursday 19 th March 2020 | Details will be emailed to the candidate |
| Decision | Thursday 19 th March 2020 | Feedback available after this time |



3. About The Horsell Village School

The Context

We are a three form entry infant school with 270 children. Our Steering Group (the Leadership team) comprises of the Headteacher, Deputy, School Business Manager and three TLRs. We are part of the The SWAN Trust, which is a Multi Academy Trust.

We play an important part in a life-long learning process which develops knowledge, experience, skills and imaginative understanding and gives children a growing sense of moral values. It equips them to be both active participators in society and responsible contributors to it, capable of achieving as much independence as possible.

At The Horsell Village School we continue to focus on how children learn and what we need to do to remove any barriers in our context. There is a clear and precise ethos in all classes which is a strength of the school; this reinforces behaviour and an attitude to learning.

Teachers know that the school strives to be the best of its type; they sign up to a culture of change and innovation and are prepared to take risks. The school uses a coaching model for raising performance, and consequently staff are engaged in a continuous dialogue about learning.

The Vision for our school is that our children will be happy, secure and confident individuals that ask questions, challenge thinking and are motivated to learn. We will see active and engaged learners, experiencing a first class education with a high achievement culture. Having The Arts and Enquiry & Investigation at the heart of the curriculum, ensuring children apply their learning, take risks and respond positively to challenge. Quality teaching and provision will ensure that all children are inspired, engaged and motivated through purposeful learning and equipped with the skills to continue as life-long learners.

School Development Objectives 2019 / 2020

Every three years we invite all stakeholders to join us to develop the direction of the school for the following three years. The last meeting was in June 2019 and focused on developing the school further and how we can continue to improve. The next strategic meeting will be in the summer term of 2022. Each year the Governors and the Steering Group work with the outcomes from this meeting and feedback from the school and stakeholders, to create the school development plan. This academic year there are 5 key objectives:

Key Priority 1

To use the curriculum and assessment procedures to further develop learning and ensure good or better progress and attainment for all children.

Key Priority 2

To further improve writing opportunities within the curriculum to ensure good or better attainment for all children

Key Priority 3

To continue to use the outside learning environment locally and at school to create the very best curriculum for the children



Key Priority 4

To continue to evolve the curriculum further so that our children will be happy, secure and confident individuals that ask questions, challenge thinking and are motivated to learn.

Key Priority 5

To continue to evolve the communication systems in the school, reflecting our high expectations to all.

| Class Teacher Person Specification | | |
|---|---|--|
| | ESSENTIAL | DESIRABLE |
| Professional Qualifications | Qualified teacher (BEd, PGCE, Cert Ed or other recognised UK teaching qualification) Recent successful teaching experience in a primary school | Evidence of recent professional development |
| Teaching and Learning | Excellent subject knowledge The ability to use a range of teaching methods in the classroom To promote a stimulating learning environment The ability to work to and achieve high standards Enthusiasm and a sense of purpose in the delivery and assessment of the curriculum Highly organised, able to manage the classroom as a professional teaching and learning space, where resources are accessible and ordered. Zero tolerance of clutter. Ability to ask the right kind of questions which will support children's learning | A good sense of humour is desirable 😊 |
| Skills | Competent user of ICT with the ability to use these skills in the classroom A good manager of time, who is well organised and able to prioritise Be flexible and responsive to change High levels of professional confidentiality and discretion. | An ability to analyse problems and implement solutions |
| Personal | Willingness and ability to work as a member of a team Good communication skills A learner, able to take responsibility to assess needs and seek development opportunities Hardworking and committed Personal resilience | |

Every member of the school community must keep the safety and well-being of children as the first priority at all times – if in doubt, check it out.



Class Teacher at The Horsell Village School
Job Description

Name:

Title: Main Scale Teacher

Curriculum Area:

Purpose: To enable children to learn, in tune the ethos, policies and practices of the school

From September 2012 revised Teachers' Standards became statutory. The standards provide a coherent framework of what teachers need to bring to their roles in terms of the values and behaviour that must be demonstrated throughout their careers as well as Standards for Teaching and Professional and Personal Conduct. The Standards create an outline of the responsibilities that must be met throughout a teacher's career.

The Governing Body at The Horsell Village School believe the Preamble underpins the role of the teacher and therefore have included it verbatim in the job description.

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers 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.

Responsibilities

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfill wider professional responsibilities
- Be responsible for the care, education and development of a class of children.
- To demonstrate consistently high standards of personal and professional conduct.



- Share your strengths and knowledge with other staff.
- Be proactive and keep up to date with educational thinking.

Key Accountabilities:

- 1. Quality of teaching and learning**
- 2. Effective communication with parents**
- 3. Contribution to and relationship with the whole school**
- 4. Pastoral care of children**
- 5. Self**

1: Quality of teaching and learning.

- a) Plan and provide a curriculum for inside and outside learning, which:
 - meets the needs of all children
 - is broad and balanced
 - is purposeful, relevant and challenging
 - is structured
 - springs from first-hand experience.
- b) Organise an effective classroom management system which allows children to learn
 - as individuals
 - in collaboration with others
 - as part of a whole class
- c) Provide quality resources which are clearly ordered and accessible and train children to take responsibility for them.
- d) Have high, clear and realistic expectations of quality of work and standards of achievement
- e) Assess, give feedback and keep records of the children's progress in line with the school's policy
- f) Provide an aesthetic, ordered environment which is conducive to learning and which gives a clear message about the school's aims, values and ethos.

2. Communication with Parents

- a) Ensure that parents are informed about
 - curriculum content
 - teaching approaches
 - standards of behaviour



listened to about

- the needs of the child

involved in

- regular dialogue about the child's progress
- appropriate support at home or school.

b) Ensure that the parents have access to child's work and records.

3. Contribution to and relationships with the whole school

- Plan and evaluate collaboratively with colleagues
- Support and advise Head and other teachers
- Maintain good working relationships with all staff
- Be well-informed about current educational thinking
- Contribute to discussion and debate from an informed view point
- Take responsibility for at least one particular subject area
- Regularly review and develop teaching repertoire
- Play an active part in identifying whole school needs and planning development

4. Pastoral care, behaviour and attitudes.

- Reinforce positive attitudes in tune with the school's values and policies
- Agree clear parameters on acceptable codes of behaviour and apply them consistently
- Set a personal tone which models and reflects the school ethos
- Provide a secure, calm and happy environment
- Ensure health and safety of children within the school's guidelines.

5. Self

- Identify, through discussion in Appraisal, areas of strength and those needing improvement.
- Identify areas of and strategies for personal development
- Set targets
- Review and evaluate

Key Accountabilities for curriculum area:

- Quality of Learning & Teaching in their subject
- Keeping professional knowledge in their subject up to date and current
- Ensuring new initiatives and ideas are shared with all the staff
- Management of resources
- Communication, both internal and external.
- Monitoring their subject
- Self-development



HVS Standards for Teachers Tracker

Preamble to the Teacher Standards

“Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers 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.”

Standards for Teachers

Standards from the preamble - Teachers must:

- make the education of their pupils their first concern
- be accountable for achieving the highest possible standards in work or conduct
- act with honesty and integrity
- have strong subject knowledge and keep knowledge and skills up-to-date
- be self-critical and have a commitment to ongoing development
- forge positive professional relationships
- work with parents in the best interests of their pupils

Teaching - A teacher must:

1. **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 for pupils
2. **Promote good progress and outcomes by pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - plan teaching to build on pupils' capabilities and prior knowledge
 - 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
3. **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 systemic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
4. **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 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)
5. **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 them and evaluate distinctive teaching approaches to engage and support them
6. **Make accurate and productive use of assessment**
- know and understand how to assess the relevant subject and curriculum areas, including statutory 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 feedback
7. **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
8. **Fulfil wider professional responsibilities**
- 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

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
 - 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 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**



Induction Process at The Horsell Village School

Wherever you are in your teaching career we know you, like us, are still on your journey. Starting a new school whether it be your first, second or third school still can be daunting; over the years we have recognised this and below outlines two possible induction paths for you at HVS.

| New to teaching, your first school | Experienced teacher, new to HVS |
|--|--|
| Key Policies sent ahead of start day with contract, including Staff Handbook | Key Policies sent ahead of start day with contract, including Staff Handbook |
| Opportunity to join us for a week before the end of the Summer term, where possible. We believe the best induction is to be part of the team to see it happen, both indoors and out. To meet your new class and to plan with the new team. | Day visits, where possible, in the Summer term to meet your new class and plan with the new team |
| You would have a mentor for your first 3 years at HVS, this would have a gradual reduction over the 3 years | You would have not so much a mentor, more a 'buddy' for the first year, someone to have a coffee with and ask all those questions that pop up. |
| Year 1 NQT process, with the support of a mentor who you would meet regularly with. The SWAN Trust which gives you the opportunity to meet other NQTs and visit other schools. There would be opportunities to team teach | As part of The SWAN Trust you have the opportunity to meet with other curriculum leaders and share knowledge and expertise |
| Year 2 You would still meet with your mentor and these sessions would be coaching based. You would shadow a subject leader while developing yourself as a curriculum leader | As part of The SWAN Trust you will have the opportunity to visit other schools |
| Year 3 Your mentor would continue to develop into a coach to support you with your teaching and your subject leader role | Timely meeting to induct you into the ethos of HVS with the Headteacher |
| Timely meeting to induct you into the ethos of HVS with the Headteacher | Timely meeting to go through the assessment and feedback process |
| Timely meeting to go through the assessment and feedback process | A bespoke career plan to support you in your next steps, linked with your Appraisal and the Performance Management Process |
| | Team teaching opportunities |

