

Kingsbury Green Primary School

Candidate information Pack



Class Teacher

Welcome to Kingsbury Green Primary School



In seeking to join Kingsbury Green Primary school you are demonstrating your ambition to join us on our journey to World Class status.

Here we think deeply about pedagogy and children's learning and look for spirit in all our staff in order to offer and deliver learning and care in a holistic and heartfelt way.

We recruit staff who want to make a difference, who are creative, show initiative and are keen to lead. We look after our staff well-being and professionally grow everyone giving myriad opportunities to develop craft and skill.

To be sure this is the school for you here are a few things that are at our heart, if you align then read on ...

- We seek first to understand, build trust to treasure professional, meaningful relationships; between staff, staff and children, children and children
- We believe that truly great teaching is what improves children's progress and that it is all our responsibility to make great teaching happen
- We believe every child can achieve very well from whatever their starting point and that it is the role of staff to present learning in such a way that they will learn
- We believe teaching is a craft and an apprenticeship - honed with dedication, sweat and "stickability"
- We believe in the limitless potential of people
- We believe this school has a duty and responsibility to provide staff and children with the right conditions to grow
- We believe that feedback to pupils and each other should be timely and precise.
- We believe hard work and pride in a job done well (especially when no one is watching) brings joy and is the key to lifelong success
- We believe in staying positive and in being kind to each other
- We believe we all learn from mistakes and that giving and receiving feedback is how we grow individually and as an organisation



Our mission is to love, to care, to empower, to serve.

Attributes for success at KGPS



Empathy

Collaboration

Concern For Society

Confidence

Agility

Enquiry

Enterprise and creativity

Open minded

Risk taking

Hardwork

Practice

Perseverance

Resilience

We are looking for people who challenge and have a view point, are creative, who read and don't wait to be told. Our teachers demonstrate these attributes in the following ways

Empathy



- We need genuine collaborators, with the interests and skills to develop greatness in themselves and others. You will collaborate in year teams, facilities and through your coaching relationships.
- You will be able to develop an innovative curriculum rooted in relevant and real world issues.
- You will be confident to manage complex pastoral matters working actively with families.

Agility



- We are interested in staff who want to develop new approaches and who look for solutions. We have redesigned CPD, assessment, home learning and the way we teach reading. We want to work with people who's mindset is ambitious and forward looking. For example people who use research and EduTwitter to successfully shape and inform their work.

Hard Work



- We believe children should be working harder than staff and teachers should work smart. We invest in technology to support teaching and learning and will never ask you to do tasks that create unnecessary workload.
- We know practice makes perfect so repeated practice to improve teaching is coached and guided by your expert instructional leaders.

CLASS TEACHER

Excellence as Standard: Everybody, Every day

“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.”

Directly responsible to:

Deputy Head and Headteacher

Key Duties

To deliver to a high standard all aspects of the 2012 Teacher standards

In doing so:

1. Climate for learning

- Develop positive attitudes to learning in all pupils
- Establish clear routines
- Manage the emotional climate and culture in your classroom
- Respond to children's commitment, engagement and behaviour consciously, proactively and without blame

2. Planning and preparation

- Create rigorous, innovative outcome driven lessons rooted firmly in assessment of prior learning over a lesson, week, term and year. Be able to plan backwards from a clear outcome
- Plan carefully for children to make excellent progress from their starting points over time
- Meet all the academic needs of pupils in your class
- Prepare diligently for lessons, using feedback judiciously and with real impact

3. Teaching and learning

- Model all learning precisely and in ways that enable all learners to access the learning
- Collaborate with colleagues to deliver great lessons, add value to the school, design strategy and innovations
- Build in independent practice to ensure children take risks and become ready learners
- Give instructions with clarity
- Use other adults with skill and precision to maximise children's learning

4. Assessment and feedback

- Assess children's learning quickly, accurately, precisely and evaluatively
- Analyse assessment information accurately and adapt learning as needed
- Share assessment information quickly and as requested
- Develop clear progression documentation ensuring the good or better progress of vulnerable pupils

5. Professionalism

- Model a clear belief that all children will achieve and that you are the change agent
- Organise yourself and your classroom that maximises time
- Hold a viewpoint and be willing to share this. Be an active, open minded and reflected learner
- Actively seek out information to improve subject knowledge including through reading blogs, research and online information

- Actively engage in professional development, academic reading, your career development, coaching, mentoring and appraisal systems
- Be familiar with the School Handbook , teaching and leadership framework and support all the School's policies, e.g. those on Health and Safety, Child Protection, Teaching and Learning, Assessment and Reporting;
- Establish effective working relationships with professional colleagues and associate staff, and contribute to effective team working;

6. Art and Design

- Develop and shape the art and design vision and curriculum that is inclusive, exciting, carefully planned and that produces beautiful outcomes that motivate and instill pride from our whole community
- Lead on inter-disciplinary events and projects that expose children to the world of art and design including promoting cultural cohesion
- To enrich children's experience and understanding through bringing in speakers, experts and through local partnerships
- To promote excellence through carefully curated school displays and projects developing the knowledge and skills of other staff.

Kingsbury Green Primary School

Class Teacher - Core competencies (Person Specification and Selection Criteria)

Introductory Note: We adhere to the essential criteria

Letters of application should be no more than 2 sides of A4 font 12.

Qualifications & Training	
Essential	Desirable
<ul style="list-style-type: none"> Educated to degree level Qualified Teacher Status 	<ul style="list-style-type: none"> Further professional qualifications linked to Teaching and Learning / subject expertise

Experience	
Essential	Desirable
<ul style="list-style-type: none"> Recent evidence of consistently effective teaching in EYFS, KS1 or KS2 Evidence of securing sufficient pupil progress and an understanding of how data can be used to accelerate progress for pupils particularly those who are disadvantaged A thorough understanding of teaching English across the curriculum Good understanding of the use of formative assessment to target teaching and how summative assessment contributes to excellent teaching Experience of creating a classroom environment that is warm, respectful, inviting, organised and accessible to all children Evidence of commitment to continual professional development 	<ul style="list-style-type: none"> Evidence of highly effective teaching and coaching others Evidence of accelerated pupil progress as a result of the above Experience / knowledge of synthetic phonics teaching Experience of teaching pupils for whom English is an additional language (EAL)

Knowledge and Professional skills	
Essential	Desirable
<ul style="list-style-type: none"> Knowledge and understanding of a range of motivation and behaviour management strategies, Knowledge of a range of approaches to assessment, including a range of practical formative assessment skills and techniques to maximise learning Knowledge of the EYFS and/ or National Curriculum and of current developments in education Knowledge of how to take account of diversity and promote equality and inclusion in your teaching and how this pertains to Art and design Knowledge of how to use IT skills to support learning and wider professional activities Effective self-organisation and the ability to complete all school planning, preparation and assessment to a high standard 	<ul style="list-style-type: none"> adapt learning to accelerate progress for these groups

<ul style="list-style-type: none"> • Able to work with others, especially partner teachers, to plan and deliver positive outcomes for pupils • Good presentation and communication skills in working effectively with parents, both orally and in writing • Drive and enthusiasm to work with others or alone to raise publicity, funds or contacts to enrich the learning opportunities for children 	
--	--

Personal attributes	
Essential	Desirable
<ul style="list-style-type: none"> • High achievement orientation: A commitment to promoting our ethos of Empathy, Agility and Hardwork and the ability to “live” these values. • The ability to motivate and inspire confidence in pupils, colleagues and parents • Good analytical and conceptual thinking abilities • Desire and ability to learn and develop your skills through feedback, research and training • Openness – to new ideas, to feedback & learning • Resilience – Optimism, staying power, energy and enthusiasm, Sense of Humour, Emotional Self Control • Integrity – Reliability and respect towards and for self and others • Team working and collaboration 	<ul style="list-style-type: none"> • Ability to lead and motivate a team and build positive relationships

Values and Motivation	
Essential	Desirable
<ul style="list-style-type: none"> • An enjoyment of reading and of children's literature (This will be assessed at interview) • Motivation to provide the best possible educational outcomes for all pupils, and a belief that mediocrity is not an option 	<ul style="list-style-type: none"> • Evidence of personal enjoyment of the arts such as visiting galleries, theatre, cinema showing how you stimulate children's learning by association • Motivation to take the lead in one or more subject areas • Ambitious for leadership development

Your application should be typed font size 12 and be no more than 2 sides of A4. It should be supported by 2 professional references. All essential criteria must be met.

Subject leadership:

If you are able to offer expertise in either History, Geography or Science you should set out your experience or qualifications that demonstrate this. In addition, you should explain how you have used your expertise to influence, inspire or develop this expertise in others and the impact this had. We are looking for enthusiasts who will drive curriculum knowledge and skills forward.