

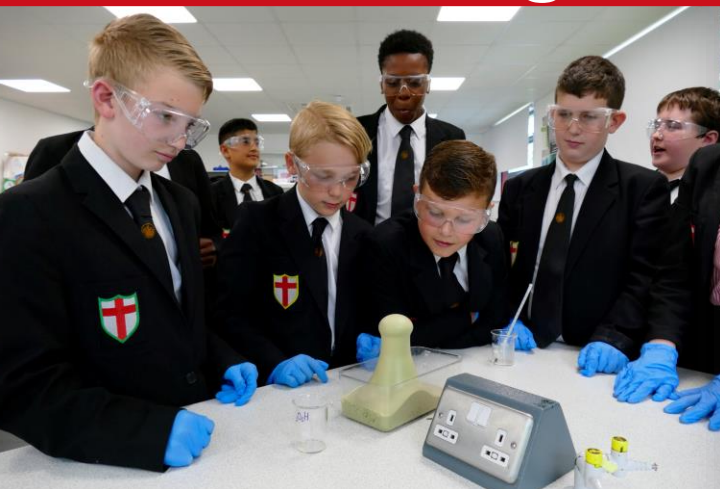


# Vacancy Pack

EYFS Teacher



# Saint George's Church of England School





Our Vision  
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# AAT vision

Aletheia schools are motivated by Christian values to serve our communities by improving the life chances of local children. Our schools seek to embody the Christian experience of community, where gifts are shared, where the emphasis is on what can be contributed and where each is given according to need. Aletheia schools welcome those of all faiths and none and are proud of the inclusive nature and diversity of each cohort. At the heart of the Aletheia vision are the belief in educational excellence and the belief that Aletheia is called to serve pupils, staff, parents and the local community by providing places where children and young people develop and thrive intellectually, socially, culturally and spiritually.

Aletheia is committed to sustaining and further improving high-quality schools and supporting schools in need of specific improvement. We seek to provide a range of support to schools that draws upon the wealth of practice from across our Trust, broaden the expertise available to schools through flexible working arrangements and retain the capacity to respond rapidly and effectively to the needs of individual schools. Pedagogical excellence is at the heart of all we do, with a sustained focus on collaborative and mastery learning. Our Teacher Training 'Hub' status aids our mission to recruit, train and retain staff of the highest quality within our local community.

The Trust provides a coherent and logical geographical context for all constituent schools. Belonging to a local Trust offers greater opportunities for influence than single schools can achieve; through collaboration the Trust aims to be greater than the sum of its individual member schools. We believe that the success of Aletheia is fostered by the opportunities for schools, leaders and governors to step forward as co-shapers of a school-led and self-improving system. Designated as an approved academy sponsor, we offer our distinctive ethos, school improvement strategy and strength of leadership to ensure all schools are supporting students to achieve of their very best.

## AAT will deliver its vision by:

- Developing a Trust for all ages /phases of education, with member schools working in partnership and learning from each other.
- Promoting a Church of England ethos based on a belief in the value and potential of every student to achieve excellence academically; in religious education and their wider studies and become fully the person God intends.
- Pursuing educational excellence, so that outcomes for all learners are as good as they can be.
- Creating strong leadership at all levels that impacts effectively on academy performance.

All schools joining the Trust will have already established their support for and belief in these core principles.

## OUR VISION

At the heart of our vision is the belief in inclusive, educational excellence; the belief that we are called to serve all pupils, staff, parents and the local community by providing places where all develop and thrive intellectually, socially, culturally and spiritually in order to live life in all its fullness.

**Saint George's**  
Church of England School



**All Different,  
All Equal,  
All Flourishing.**

**IN...**

Creativity  
Honesty  
Resilience  
Inclusion  
Stewardship  
Thankfulness

#weareallone

#lifeinallitsfullness



# Leadership Structure

*Executive Headteacher/CEO*

*Head of School*

*Deputy Headteacher  
(Raising Standards)*

*Deputy Headteacher  
(Primary Phase)*

*Deputy Headteacher  
(Teaching, Learning  
and Assessment)*

*Assistant  
Headteacher  
(Behaviour and  
Inclusion)*

*Assistant  
Headteacher  
(SENCO)*

*Assistant  
Headteacher  
(Community &  
Stakeholders)*

# Role Profile

## The post holder is responsible for:

- Establishing excellent teaching practice within the year five class
- Establishing positive relationships with parents and encouraging their participation in their child's learning
- Leading the development of a core subject area

## Areas of Responsibility and Key Tasks

### Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience, outdoor learning, and talk as a vehicle for learning.
- setting tasks which challenge pupils and ensure high levels of interest.
- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate, and persevere, and listen attentively.
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment
- identifying SEN or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's behaviour procedures and policies
- encouraging good practice regarding punctuality, behaviour, standards of work and homework.
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support
- taking account of pupils' needs by providing structured learning
- opportunities which develop the areas of learning identified in the EYFS.

### Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records
- check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents.

# Role Profile

## The Whole school responsibility

- To be responsible for leading the development of an agreed core curriculum area

## In summary:

We welcome a passionate teacher who has the ability to teaching lessons that are “good” or better, consistently.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the Executive Headteacher and member of staff and will be reviewed annually.

# Person Specification – EYFS Class Teacher

Requirement:	Essential:	Desirable:
Qualifications	<ul style="list-style-type: none"> <li>Teaching qualification – teaching degree, or degree with PGCE</li> </ul>	
Professional Knowledge and Experience	<ul style="list-style-type: none"> <li>Early Years primary teaching experience</li> <li>Ability to demonstrate a sound knowledge of teaching phonics, English and maths in addition to broader National Curriculum subjects.</li> <li>Proven record of delivering quality first teaching</li> <li>Knowledge of the characteristics of effective teaching and learning</li> <li>Ability to plan and deliver differentiated lessons, where pupils are actively involved in their own learning</li> <li>Experience in using a range of strategies to meet individual learning needs</li> <li>Understanding of Special Educational Needs and Disabilities</li> <li>A knowledge of effective ways of working with and establishing excellent relationships with parents and carers</li> <li>Experience of meeting the needs of EAL pupils</li> </ul>	<ul style="list-style-type: none"> <li>Forest school qualified</li> </ul>
Personal Qualities and Skills	<ul style="list-style-type: none"> <li>Demonstrate effective classroom practice and thorough planning, demanding expectations, clear targets for learning, effective use of assessment</li> <li>Knowledge of assessment for learning, use of developmental marking and feedback</li> <li>A good or outstanding teacher</li> <li>Ability to use ICT for teaching, learning and personal record keeping</li> <li>Ensure high levels of pupil engagement, independence and motivation</li> <li>Work as an effective team member to ensure the delivery of high-quality teaching and learning</li> <li>Promote consistent and positive behaviour for learning</li> <li>Committed to safeguarding and promoting the welfare of children</li> <li>Have good personal organisation</li> <li>Be positive, creative and energetic, committed to making our new school a model of outstanding practice</li> <li>Committed to continuing professional development</li> <li>Commitment to aims of the school and the wider Trust</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of a curriculum area and ability to lead this</li> <li>Have a good sense of humour and a high level of emotional intelligence</li> </ul>

Evidence that candidates meet the essential requirements will be considered during shortlisting from the application form and any personal statement provided. At interview, candidates will be expected to answer questions about professional knowledge and experience, along with personal qualities and skills. The interview will also explore issues relating to safeguarding and promoting the welfare of children.

# EYFS Teacher

**Full time**

**MPS/UPS**

**Required to start September 2023**

Saint George's Primary Phase are looking for a candidate of exceptional ability to join our team as an Early Years Teacher, in this over-subscribed and successful all through provision, as we move to two-form entry within our Early Years Foundation Stage.

The school has an existing reputation for high quality education with a relentless focus upon high expectations and aspirations. Your role will be to enable families to have access to outstanding provision as soon as they join Saint George's. Working closely with other members of staff, you will be a key part of the team, shaping the school to meet the needs of its children and the aspirations of the local community.

Saint George's Primary Phase opened in September 2019, and we are a friendly, dynamic and innovative school and pride ourselves on our commitment to ensuring students make exceptional progress through high quality teaching and learning provision for all. The successful applicant will share these values and play an active part in delivering this commitment, alongside the Christian values and ethos of our school.

We would love to hear from you if you:

- want to be involved in developing outstanding learning experiences to enable all children to thrive
- want to work in a supportive and caring environment
- are committed to enabling every child to achieve the very best they can
- are an ambitious professional
- are a good/outstanding classroom practitioner

If you would like to find out more about this position, please email Helen Palmer - Deputy Head of the Primary Phase at [palmerh@sgsce.co.uk](mailto:palmerh@sgsce.co.uk)

Please download an application pack below or at <https://www.aletheiaacademies-trust.org.uk/join-aletheia-academies-trust/vacancies> and return your application by email to [hr@aletheiaacademies-trust.org.uk](mailto:hr@aletheiaacademies-trust.org.uk)

**Closing date: Monday 20th March 9am**

**Interviews: To be confirmed**

Aletheia Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and governors to share this commitment. All successful candidates will be subject to an enhanced DBS check along with other relevant employment checks, including overseas criminal background checks where applicable. Our policy statement on the recruitment of ex-offenders can be found on our website. All new employees, volunteers and governors will be required to undertake safeguarding training on induction which will be regularly updated in line with statutory guidance.

The Trust's Child Protection Policy can be viewed at <https://aaat.org.uk/about/policies/>

The Trust's Policy Statement on the Recruitment of Ex-Offenders can be viewed at <https://aaat.org.uk/recruitment/>

