

Oaklands School
Together Everybody Achieves More

Prospective Team Member Pack

2018-19



Our school is committed to equality and take the safeguarding our children very seriously. Therefore all references will be rigorously taken up, no open references will be accepted and an enhanced CRB.

THE OAKLANDS TEAM

Thank you for taking the time to visit the school and taking an interest in working at Oaklands. We are an exciting school to work with the associated challenges and rewards which come with a school working in a deprived area.

Our vision is simple:

Together Everybody Achieves More

We honestly believe in working in a team and we support and encourage each other. Working here, you will be part of many teams, year group, phase and curriculum, so you will be part of the wider school family. Planning is taken in Teams and phases so that you are able to share ideas and suggestions.

As part of our school, you need to understand our values. At Oaklands we have the following values which we demonstrate, model and teach to our children. As a staff member this means:

Aspire

We have high expectations and set ambitious challenges for our children in a broad & balanced curriculum.

Self-confidence

We praise children's efforts and achievements in a safe environment. We teach children to have faith themselves as learners.

Perseverance

Teaching children to keep trying and not give up. We track children's progress to make sure they are learning to the best of their abilities.

Independence

We insist upon high standards of behaviour to maintain a safe and orderly community. We help children to be independent in their learning.

Respect

We treat all people kindly. We look after everything and everyone.

Enquiry

We structure our learning around children's interests and questions. We constantly reflect to ensure we are giving a high standard of teaching for all children.

We expect all members of our community to uphold these values and to promote them whenever they are within our local community.

WELLBEING

Being part of a team means we look out for each other. We firmly believe in our own and others well being. We take time out of the term for wellbeing and extra time is set aside for certain tasks such as provision mapping and getting planned for the next term.

We value time and ensure that any meetings are productive and time is given out of the school day. Professional Development Meetings are kept to an hour at the most and every term we give additional time for planning for the next term and a wellbeing session to either get some of your 'to do list' done or take a chance to go home early!

PPA is absolutely protected. We never miss anyone's PPA. Each teacher has a laptop so you are able to work away from your classroom or school if you wish.

SCHOOL GROUNDS

Our school is set in extensive grounds which incorporate woods, meadow land, an orchard and playing fields. We use these grounds whenever possible to extend and enrich the children's learning.

As well as this, we have our own swimming pool, a radio station, library, two IT suites which all allow a wide range of opportunities for our children's learning.

CURRICULUM

We aim for our curriculum to be fun and exciting for the teachers to teach so that the children enjoy it and learn. We review the curriculum each year to ensure that it is effective and current with the children's needs. It is based on experiential learning and follows a structure of:



Each term, the children will engage in an **Engage** event such as a special activity day; visit to a specific place or a guest visiting the school. All the learning builds to an **Innovate**

challenge where the children share the outcomes of their studies with other people in an **Engage** event.

As well as year group topics, we enjoy school wide topics based on specific areas of learning or current events such as Arts Week, Book Week or our Healthy Living and Sports Day finale to the year.

TEACHING & LEARNING

At Oaklands, we are very focused on consistency for our children. We are not looking for clones or a certain way of teaching but we do have some non-negotiable elements which we all sign up to.

We believe in sharing the best with the rest and so are looking for new ideas and imaginative ideas to share with all our staff so we learn from you as well as you hopefully learning things from us.

Planning is kept to a minimum and based on ensuring that the correct skills are taught to the children. Planning is in teams so that you can work together in creating learning experiences for the children which are exciting while achieving high standards.

TAs work across phases in the school. You will work with a team of trained TAs who focus on a specific Area of Learning, such as English or Maths. They receive training in these areas which will help your children.

ASSESSMENT OF LEARNING

We make sure that all assessment has the purpose of knowing what the children know and helping them moving forward in their learning.

We don't believe in wasting time. We know that verbal feedback is the most powerful way of sharing feedback and so encourage all staff to spend time with children and use key word feedback from the verbal feedback you give in the lesson.

Data is collected termly to ensure that we can see any children who may need extra help and time is given for you to meet with other teachers and leaders to help come up with ways of helping your children.

AMBITION

We are a learning school and one of our values is ambition. We are looking to support teachers in their careers. We actively help you move forward in that, whether it is to be more effective in the classroom, move into leadership roles such as SLEs or supporting others. We work with a range of partners, such as the CCCU and Schools Direct and it is a busy and thriving learning community for all.

SAFEGUARDING

Our school is committed to equality and take the safeguarding our children very seriously. Therefore all references will be rigorously taken up- no open references will be accepted.

After offer of employment, a range of safeguarding checks will be carried out including an enhanced DBS, disqualification by association and agreement to our code of conduct.

Safeguarding training will be provided before or when you join the team so you are aware of the school's policies, procedures and practices.

INDUCTION

If you are successful in joining the Oaklands team, you will have a thorough induction. Previous team members have said that they have never had such a supportive induction as we offer.

After appointment, you will visit the school to complete paperwork and safeguarding requirements.

You will have a named mentor who will meet with you before you start and on the very first day. They will keep in touch and make sure you have someone who you know to answer any questions and be someone to help settle you in.

BEHAVIOUR

Good behaviour for Learning is a key part of being part of the Oaklands team. The school serves a diverse community with a large part of this being from disadvantaged backgrounds. While this is rewarding, it can bring with it challenges which many other schools would not encounter!

We believe in positivity and this is our first and foremost technique for working with children and families. We have a positive pathway which we talk to the children:



Again, we believe that Together Everybody Achieves More and we work very closely with all families to develop effective working relationships. Working in partnership with parents ensures that they support and trust us.

RULES

Oaklands School only has two simple rules for all to follow. We follow a no excuses policy for these two rules. No matter the situation or context, we will not accept anyone breaking these.

Always follow adults' instructions.

Keep your hands, feet and unkind words to yourself.

JOB DESCRIPTION

This is the job description of teachers at Oaklands and the bare minimum of what we expect from all our teaching staff:

POST TITLE: SCHOOL TEACHER

RESPONSIBLE TO: ASSISTANT/ DEPUTY HEADTEACHER | HEADTEACHER

SCALE: MPS/ UPS

1. Job purpose and accountability

- 1.1. The conditions of employment of teachers other than head teachers are set out in the Pay and Conditions Document 2012 Part 10.
- 1.2. Exercise of general professional duties
- 1.3. Exercise of particular duties
- 1.4. Professional duties
 - Teaching
 - Other activities
 - Assessment and reports
 - Appraisal [Performance Management]
 - Review, induction, further training and development
 - Educational methods
 - Discipline, health and safety
 - Staff meetings
 - Cover
 - Management
 - Administration
- 1.5. Working time
- 1.6. Guaranteed planning and preparation time
- 1.7. All staff are ultimately responsible to the Head teacher

2. As a class teacher:

- 2.1. You are to carry out the duties of a school teacher as set out in Pay and Conditions Document 2012 and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Head teacher.
- 2.2. To teach a class as requested by the Head teacher.
- 2.3. To meet the required standard as set out in the Teachers Standards Document 2011.
- 2.4. All staff are expected to uphold the school's principles, policies and ethos which underpin good practice and the raising of standards.
- 2.5. Form and maintain appropriate, professional relationships with children, colleagues, parents, governors, other agencies and the wider community.
- 2.6. Safeguard and monitor children's welfare.
- 2.7. Keep the Senior Leadership Team fully aware of any problems, educational, social and medical concerning the children [if it has implications beyond that of the class teacher knowing]
- 2.8. Know and adhere to current health and safety requirements

- 2.9. Demonstrate a thorough and up-to-date knowledge of the teaching of the primary curriculum and take account of wider curriculum developments which are relevant to your work including attending appropriate staff meetings, team meetings and other professional development programmes and training [provided internally and externally].
- 2.10. Consistently and effectively plan and deliver lessons and sequences of lessons to meet pupils' individual learning needs.
- 2.11. Consistently and effectively use a range of appropriate strategies for teaching and classroom management.
- 2.12. Set appropriate and demanding expectations for children's learning and presentation of work
- 2.13. Ensure that children have a clear understanding of learning objectives and targets
- 2.14. Respond to individual needs.
- 2.15. Engage and motivate children and maintain pace through effectively planned lessons based on previous assessment information
- 2.16. Consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback.
- 2.17. Demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment.
- 2.18. Take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning.
- 2.19. Make an active contribution to the policies and aspirations of the school
- 2.20. Contribute to the life of the school e.g. by supporting school events

Appointment to this post is subject to the following;

- Satisfactory medical fitness.*
- Receipt of references acceptable to the Head Teacher.*
- Receipt of satisfactory clearance from the Disclosure and Barring Service.*

The particular duties may be reviewed at the end of each academic year, or earlier if necessary, to meet the changing demands of the school at the reasonable discretion of the Head Teacher and in consultation with you.

This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete the particular duties of the post.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

Working as a team, it is important we get the right sort of person to join us. This is the sort of person we are looking for:

Attributes	Essential	Desirable	Evidence
Experience	<ul style="list-style-type: none"> ▪ Has training for/experience of teaching in the Primary sector ▪ Demonstrates understanding of the principles of Primary Education 	<ul style="list-style-type: none"> ▪ Experience of teaching in both Key Stage 1 and 2. ▪ Proven track record of impact on children's learning especially in reading, writing and maths. 	<ul style="list-style-type: none"> ✓ Application ✓ Letter ✓ Interview ✓ Reference
Qualifications	<ul style="list-style-type: none"> ▪ Has DfES recognised qualified teacher 		<ul style="list-style-type: none"> ✓ Application ✓ Letter
Training & Special Knowledge	<ul style="list-style-type: none"> ▪ Has a commitment to their continued professional development ▪ Has clear strategies for positive Behaviour Management and Discipline ▪ Has a calm, organised approach to planning and establishing a secure learning environment for children ▪ Has knowledge and understanding of how to develop strategies appropriate to the needs and abilities of the pupils, especially those with special educational needs, in order to raise their levels of achievement. 	<ul style="list-style-type: none"> ▪ Received recent training in strategies to accelerate Pupil Progress. ▪ Trained in specific positive behaviour management skills. ▪ Knowledge of developing children's emotional well being ▪ Worked in a team and effectively shares ideas and good practice with other members of staff. ▪ Evidence of initiating and effectively carrying through curricular innovation based on national and school priorities, especially in an integrated learning approach. ▪ Has received RWI training and has evidence of leading a RWI group effectively. ▪ Has experience of leading a curriculum subject and evidence of wider school impact 	<ul style="list-style-type: none"> ✓ Letter ✓ Reference ✓ Interview ✓ Task
Practical, intellectual & interpersonal skills	<ul style="list-style-type: none"> ▪ Possesses excellent interpersonal skills ▪ Demonstrates commitment to partnership with parents and strategies to foster effective learning ▪ Has a flexible approach ▪ Is able to cope with change and working with different age ranges 	<ul style="list-style-type: none"> ▪ Ability to energise others. ▪ Previous experience of working and planning in a team. ▪ Good administrative skills. ▪ Experience in working in schools which have undergone changes and supporting others through this change. 	<ul style="list-style-type: none"> ✓ Letter ✓ Reference ✓ Interview ✓ Task
Physical	<ul style="list-style-type: none"> ▪ Good health ▪ Has a good record of attendance and punctuality. 		<ul style="list-style-type: none"> ✓ Letter

WHAT THE CHILDREN WANT

Our children are very perceptive and they know what makes a good teacher. This is the kind of person the children have asked us to find:

We would like a teacher who is...

- well educated in all subjects with good grades.
- qualified teacher who know about children.
- general good knowledge and keen about learning.

Who when they teach...

- helps us with our learning
- uses visual and kinaesthetic activities to help us learn
- explains things really well.
- makes learning fun and uses things like videos, music, rhymes and games.

We want a person who everyday has...

- a good attitude who is respectful
- patience and is willing to listen to us
- good listening skills and lets us know you're there for us.
- a good sense or humour
- friendly, happy and always smiling (*or pretends to be at least!*)

THE SELECTION PROCESS

To find the right person, we will use the information you give us in your application to choose a short list of the people we think most meet our criteria.

These people will be invited to a selection day and **references will be requested, including one from your present headteacher if applicable.**

The day is not a test and we know that they are very nerve-wracking days. We have a range of activities so that we can see all the different sides of you. On the day, you will be invited to stay for lunch so you can meet the whole team.

The process will usually consist of:

- A short teaching activity of a class or group of children so we can get a flavour of your teaching skills and style.
- An interview with the panel who will ask you some questions to find out more about your experience and skills.

All these activities will be explained to you in advance or on the day and you are always given time to prepare.

THE DECISION

The whole process is scored by the panel and the person with the highest score on the day will be offered the role. **Any offer will be conditional upon all safeguarding checks being successful.**

We know that it is hard in any process if you have not been successful. We always phone every single applicant to explain the decision and share feedback on the process. We always follow our own procedure of '*three stars and a wish*' when giving feedback. If you are not successful, it is not because you are not good enough, but we need to find the person who will fit our team the best.

Once again, thank you for taking the time to show an interest in joining the Oaklands team.