

Regis Manor Primary School

Recruitment Pack

EYFS Class Teacher



Middletune Avenue

Sittingbourne

Kent

ME10 2HT

Job Description

School: Regis Manor Primary School

Job Title: Class teacher

Responsible to: Headteacher

Purpose of the Job:

GENERAL PROFESSIONAL DUTIES

The current School Teachers' Pay and Conditions Document describes the general professional duties which teachers are expected to undertake in the course of their employment.

A. PARTICULAR DUTIES

Teachers are also expected to perform particular duties as may reasonably be assigned to them by the Headteacher.

For the purpose of this general job description these particular duties are:

1. Curriculum:

- a) To plan and prepare courses
- b) To continuously review teaching methods, schemes of work and resources as necessary
- c) To advise and co-operate with the line-manager, other teachers and the Senior Leadership Team on the preparation and development of courses of study, teaching materials and resources, teaching programmes, methods of teaching, assessment and pastoral arrangements.
- d) To participate in meetings of the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- e) To take part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

2. Professional Development etc:

- a) To participate in any arrangement within an agreed national framework for the performance management of his/her performance and that of other teachers.
- b) To participate in arrangements for his/her further training and professional development as a teacher.
- c) To contribute as appropriate to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new and newly qualified teachers.
- d) To co-ordinate or manage the work of other teachers as appropriate.
- e) To manage or supervise support staff as necessary.

3. **Pupils:**

- a) To plan and prepare lessons.
- b) To teach pupils assigned to him/her, including setting and prompt marking of work carried out by pupils in school or elsewhere.
- c) To set relevant and sufficient homework, according to the homework timetable, and to ensure prompt marking of the homework.
- d) To assess, record and report on the development, progress and attainment of pupils, according to departmental and whole-school policies.
- e) To participate in the arrangements for preparing pupils for public examinations. To assess pupils for the examinations and record and report these assessments.
- f) To promote the general progress and wellbeing of individual pupils and of any class or group assigned to him/her.
- g) To provide guidance and advice to pupils on educational and social matters and on their future education and careers, including information about the sources of more expert advice on specific questions.
- h) To make records of, and reports on, the personal and social needs of pupils.
- i) To provide or contribute to oral and written assessments, reports and references relating to individual pupils and/or groups of pupils.
- j) To maintain good order and discipline among pupils and to safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- k) To attend assemblies and to supervise his/her class while in assembly, unless the teacher wishes to opt out of any religious aspect of assembly where this is against their beliefs.
- l) To accurately register pupils at a.m. and p.m. registration and during lessons and at any other time necessary before, during or after school.
- m) To provide, as a Tutor, the individual contact, knowledge and support for pupils within the allocated tutor group and to liaise with parents and other staff accordingly, as appropriate.
- n) To contribute to the personal and social education of pupils generally and specifically through the teaching of the PSE programme to the tutor group.
- o) To support all colleagues in ensuring that high standards of uniform and behaviour are maintained within the school
- p) To work with other colleagues to ensure that there is a consistent approach in ensuring pupils abide by the school's code of conduct and the same consistency in dealing with pupils who do not conform to school rules.
- q) To make relevant records and reports as necessary.

4. **Parents and the wider community:**

- a) To communicate and consult with the parents of pupils when required.
- b) To communicate and co-operate with other persons and outside agencies as required.
- c) To participate in meetings arranged for any of the purposes described above.
- d) To foster good relationships with parents.

5. **Resources and Accommodation**

- a) To take responsibility for the care of resources, accommodation and fabric of the school, particularly when pupils are present.
- b) To allocate, as appropriate, equipment and materials in connection with his/her teaching.

6. **Policies and Staff Handbook**

- a) To ensure that all departmental and school policies are understood and complied with.
- b) To ensure that s/he has read and understands the contents of the Staff handbook and complies with all the requirements detailed in the handbook.

7. **Administration**

- a) To participate in administrative and organisational tasks related to the above duties.

8. **Health and Safety**

- a) To accept responsibility for your own safety – as well as that of the pupils and colleagues with whom you work.
- b) To undertake Health and Safety training offered.
- c) To be aware of Health and Safety issues and the hazards associated with manual handling tasks, including the cumulative effect of repeated manual handling operations.
- d) To follow any control measures and care plans required by the generic or individual risk assessments.
- e) To be familiar with and use available equipment safely.
- f) To be aware of your own limitations and inform your employer of any circumstances that may alter your ability to perform manual handling tasks.
- g) To report accidents and hazards.
- h) To report deficiencies in the employer's Health and Safety protection arrangements.

This job description sets out the key outcomes required. It does not specifically detail the activities required to achieve these outcomes. In consultation with you, the job description may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

Job Title: Class teacher

Responsible to: Headteacher

	Essential	Desirable
Qualifications	Qualified Teacher Status.	
Skills and Abilities	<p>Ability to plan and prepare programmes of work, appropriately differentiated, for the delivery of the curriculum to children in the primary school age range.</p> <p>Ability to assess the needs of individual pupils and maintain appropriate records for the purpose of continuity and progress in curriculum areas.</p> <p>Ability to select appropriate resources to create a stimulating learning environment.</p> <p>Ability to relate and communicate effectively with parents and encourage their participation in their child's education.</p> <p>Ability to direct the work of a teaching assistant.</p> <p>Ability to work closely with other members of staff in the development of the curriculum and pastoral work of the school.</p> <p>Excellent inter-personal skills</p> <p>Excellent time and task management skills.</p> <p>Ability to work under pressure and to deadlines.</p> <p>Ability to use data effectively in setting targets and understanding pupil progress.</p> <p>Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety.</p>	

Personal qualities	Enthusiastic approach to teaching and learning. Hardworking, reliable and trustworthy. Ability to communicate positively with children. Ability to work supportively within a team.	Friendly, with a sense of humour. A drive for personal and professional improvement
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Letter from Jon Whitcombe – Trust Principal

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust.

Since its creation in September 2010 Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at our most recent Ofsted reports will point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

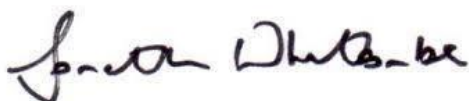
We don't seek to clone schools that deliver education in a regimented manner. Rather, we value the development in our schools of a spirit of enquiry and action research that provides the best possible education that is right for pupils in a local setting. We do, however, collectively value and strive for all pupils to produce work which showcases their development over time of which they, their teachers and support staff and parents can be really proud.

Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and who provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink that reads "Jon Whitcombe". The signature is written in a cursive style with a large initial 'J' and 'W'.

Jon Whitcombe
Trust Principal

Welcome from Head of School

Dear Applicant

On behalf of all the children, staff and governors, I'd like to thank you for your interest in the role of Class Teacher at Regis Manor Primary School.

We are a school that likes to celebrate success at every level. Our children are hard-working, enjoy a challenge and love to learn. We provide a huge array of activities for children to broaden their experiences which you will be able to see through our news and updates on our website and social media feeds. Working in partnership with parents, carers and other key members of the community we work together on the school's journey to provide an outstanding provision for all.

Regis Manor is part of Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. The Trust consists of a group of fifteen primary and secondary schools based in Kent, East Sussex and South London.

Regis Manor was judged "good" at its last Ofsted inspection in March 2018 and the school continues to improve and develop. The welfare and development of its pupils is at the heart of everything the school does.

We seek to appoint an excellent practitioner who thrives on challenge, is passionate about improving the life chances of pupils, enjoys working as part of a team and feels confident in trying new ways of doing things. The successful applicant will be well supported and we can offer you a school committed to your professional learning.

We look forward to receiving your application. Due to the current circumstances we are unable to invite you to visit the school but would encourage you to look at our website and Facebook page to help you get a feel for our school. If you would like the opportunity to talk to a senior member of staff please contact the school office and we will be happy to talk to you and answer any questions you may have. Interviews will likely take place via videolink.

Yours sincerely

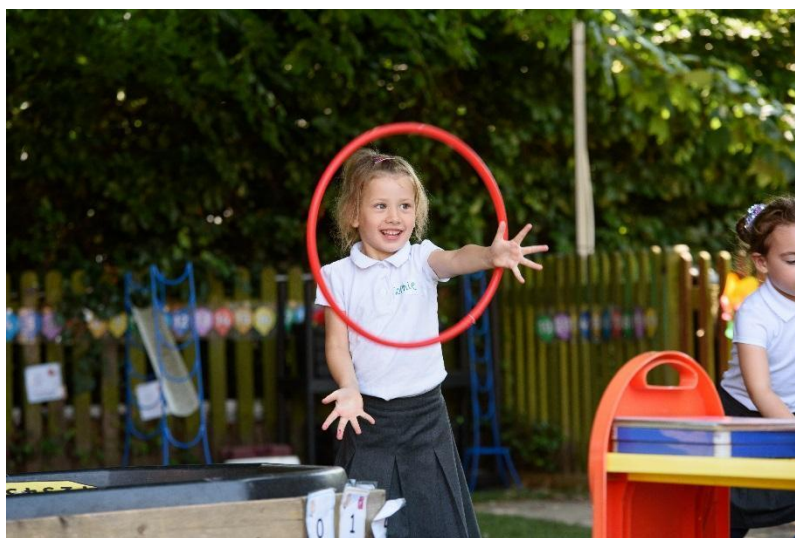


Mr M Perry
Head of School



Swale Academies Trust

The Swale Academies Trust based in Kent came into being in September 2010 as one of the first few Academy Converter Schools based around Westlands School in Sittingbourne. As a National Support School and an Academy Sponsor, Westlands and Swale Academies Trust have developed into one of the South East's leading Academy Sponsors, currently consisting of seven secondary schools and ten primary schools. The Trust provides support for other schools, located in Kent and East Sussex.



As the Trust has grown and developed we continue to ensure that effective school support and leadership is maintained. Most of the schools that join us have had inherent weaknesses and challenges that need to be addressed. This involves intensive support and considerable levels of experience and intervention. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne

Secondary

- Causeway School, Eastbourne
- Meopham Secondary School, Meopham
- Peacehaven Community School, Peacehaven
- The Sittingbourne School, Sittingbourne
- The Eastbourne Academy, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne

Central Support Services

- Ashdown House, Sittingbourne

SWALE ACADEMIES TRUST SAFEGUARDING POSITION

Introduction and Ethos

Swale Academies Trust is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. All schools within the Trust recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

Trust Schools recognise the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Trust core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

- Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures)
- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)
- Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm)
- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken)

The procedures contained in our policy apply to all staff and governors and are consistent with those of each school's local safeguarding boards.

Recruitment of ex-offenders

The Trust has a written policy on the recruitment of ex-offenders, which is available on the Trust website under policies and documents.

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the [Kent-Teach](#) website and all electronic application should be made via this route. Alternatively, completed forms can be sent by post to the following address:

HR Team
Swale Academies Trust
Ashdown House
Johnson Road
Sittingbourne
Kent
ME10 1JS

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold. This can be downloaded here:

<https://www.swale.at/page/?title=Privacy+Notice&pid=33>

