

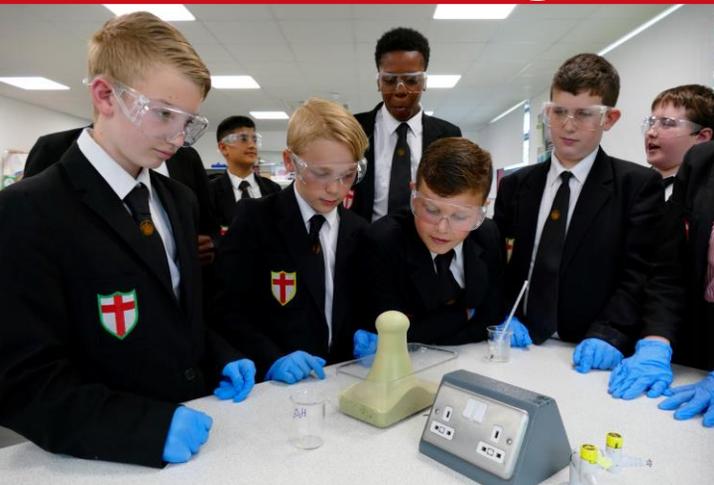


Vacancy Pack

Early Years Teacher (part-time)



Saint George's Church of England School





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AAAT Vision

Aletheia schools welcome those of all faiths and none and are proud of the inclusive nature and diversity of each cohort. 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 experience of community, where gifts are shared, where the emphasis is on what can be contributed and where each is given according to need. 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.

AAAT 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 an ethos based on a belief in the value and potential of every student to achieve excellence academically and in their wider studies and become fully the best person they can be.
- 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.
- Providing a sustainable model to support a self-improving school system.

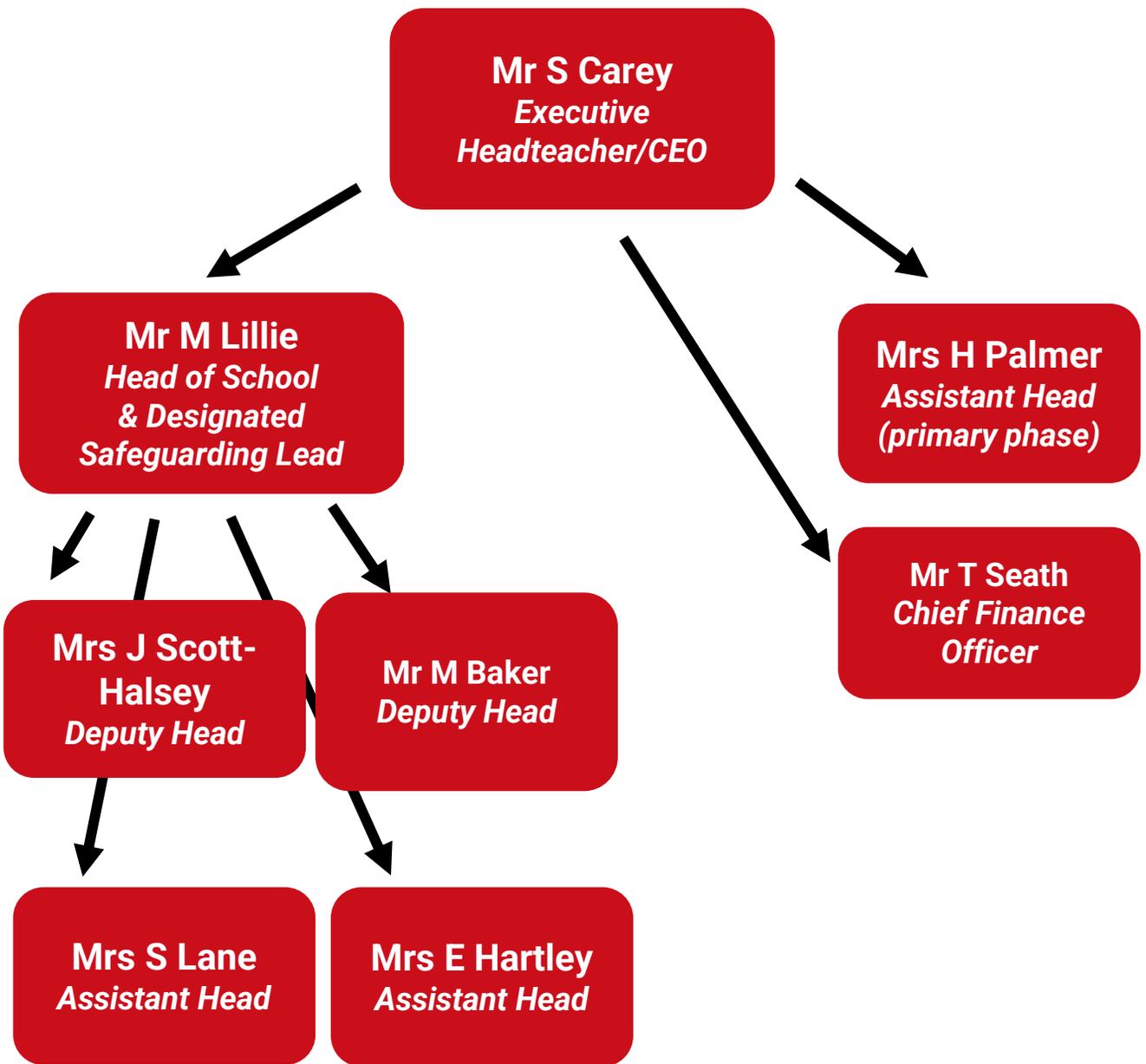
Saint George's Vision

'All different, all equal, all flourishing'

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.

We are motivated by our vision to serve the local community in accordance with our founding charter to 'improve the life chances of local children'. We welcome those of all faiths and none. 'All flourishing' is enabled by an excellent education, a broad and balanced curriculum, with a rich variety of enrichment opportunities and experiences that extend beyond the classroom. We want our children to succeed, in the widest possible sense, using their God given talents fully.

Leadership Structure



Job Description

- Establishing excellent teaching practice within the EYFS class
- Establishing positive relationships with parents and encouraging their participation in their child's learning
- Leading the development of agreed curriculum areas

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, play 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 procedures and policies
- encouraging good practice with regard to 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 other year groups.

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 to
- 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.

Whole school responsibility

- To be responsible for leading the development of agreed curriculum areas

In summary:

We welcome a passionate teacher who has the ability to teaching lessons that are "good" or better, consistently. The role will be based in EYFS for three days each week and the other two days will be used to support and teach within other classes within the primary phase.

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:

Person Specification – EYFS (3 days) and Key Stage 1 (2 days) Class Teacher

Requirement:	Essential:	Desirable:
Qualifications	<ul style="list-style-type: none"> Teaching qualification – teaching degree, or degree with PGCE 	
Professional Knowledge and Experience	<ul style="list-style-type: none"> Early Years or KS1 primary teaching experience Ability to demonstrate a sound knowledge of teaching English and maths in addition to broader National Curriculum subjects Proven record of delivering quality first teaching Knowledge of the characteristics of effective teaching and learning Ability to plan and deliver differentiated lessons, where pupils are actively involved in their own learning Experience in using a range of strategies to meet individual learning needs Understanding of Special Educational Needs and Disabilities A knowledge of effective ways of working with and establishing excellent relationships with parents and carers Experience of meeting the needs of EAL pupils 	<ul style="list-style-type: none"> Forest school qualified
Personal Qualities and Skills	<ul style="list-style-type: none"> Demonstrate effective classroom practice and thorough planning, demanding expectations, clear targets for learning, effective use of assessment Knowledge of assessment for learning, use of developmental marking and feedback A good or outstanding teacher Ability to use ICT for teaching, learning and personal record keeping Ensure high levels of pupil engagement, independence and motivation Work as an effective team member to ensure the delivery of high-quality teaching and learning Promote consistent and positive behaviour for learning Committed to safeguarding and promoting the welfare of children Have good personal organisation Be positive, creative and energetic, committed to making our new school a model of outstanding practice Committed to continuing professional development Commitment to aims of the school and the wider Trust 	<ul style="list-style-type: none"> Knowledge of a curriculum area and ability to lead this Have a good sense of humour and a high level of emotional intelligence

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.

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

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

The Application process:

Early Years Teacher (Part-time) 0.6 FTE

Teacher – temporary until August 2022 in the first instance, with a possibility of extending for the right candidate

MPS/UPS

Required to start as soon as possible

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.

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, Assistant Headteacher (Primary Phase) at palmerh@sgsce.co.uk

Please download a vacancy pack and application form below or at <https://aat.uk/recruitment/> and return your application by e-mail to Elise Batcheldor, HR & Administration Officer at batcheldore@sgsce.co.uk

Closing date: 12pm - Friday 28th January 2022

Interviews: To be confirmed

Saint George's Church of England School 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.

