

Otford Primary School

RECRUITMENT PACK



Every single child is given the opportunity to achieve their very best in our inclusive and thriving village school. We pride ourselves on providing rich high quality learning experiences, we ensure learning is fun, practical, engaging for all. We foster an environment that values kindness, courage and curiosity which we hope will support your children along every step of their learning journey.

We aim to ensure that every child is immersed in rich learning opportunities across all curriculum areas in order for them to become enthusiastic lifelong learners. Pupils and staff are highly motivated and firmly believe in learning together, in partnership with families. Children leave us ready to play a significant part in the local and global communities.

Please take a look at our school website for a full picture of the school

Our Values:

Our children show...

gratitude acceptance
team spirit kindness
adaptability empathy
courage responsibility School
independence curiosity equity
honesty resourcefulness reflection
open mindedness





Application Guidance

Thank you for your interest in working at Otford Primary School. This application guidance has been developed to help you complete your application. Please take a few minutes to read through the information before filling out the application form.

Your application will be your first point of contact with the school. The content of your application will determine whether or not you will be invited to interview, therefore it is essential that you complete it as fully as possible. We will not make any assumptions about your abilities and do not take into account any previous applications.

CVs are not acceptable in the place of a completed application form and all candidates are required to address the criteria on the person specification for the post. However, you may submit a CV in addition to your completed application form.

Personal Details

Enter fully and clearly your name, address and telephone number(s) so that you can be easily contacted in the event that you are shortlisted to attend an interview.

Employment

State clearly your current or most recent employer's name and address. Include details of the post held and (if applicable) reason for leaving.

Previous Employment


Enter names and addresses of all previous employers, starting with the most recent. You can also include work experience placements, holiday jobs or voluntary work in which you have developed skills relevant to the job you are applying for. It is very important that you complete this section in chronological order, and detail accurately any gaps between employment and other activities.

Education

Provide full details of your education at secondary level and above along with details of degrees/diplomas and any other qualifications, including those that you are currently studying for. Make sure you give all the information required, including levels and grades of any examinations taken. If a required qualification has been specified for the role, make sure you give all the information required and levels of any examinations taken. You will be expected to provide documentary evidence if you are invited for an interview.

Supporting Statement

This section is very important. It gives you the opportunity to detail why you feel you are the best person for the job and why you are applying, and is the key information that is used for shortlisting. Before completing this section refer to the Job Description and Person Specification for the role.





Application Guidance

Add short Focus on how your skills, knowledge and experience meet each role requirement, detailed in the person specification giving specific examples. In completing this section you may refer to both paid and voluntary work and your experience within any school or any relevant experience outside

Referees

Provide the names, addresses and email addresses of two people who are willing and able to provide references in support of your application. One of these must be your current (or most recent) employer.

If you are an NQT We suggest you ask the Headteacher of your most recent placement and your university or college tutor, as they will be able to comment upon your teaching skills.

If you are not currently working with children but have done so in the past, the second referee should be the employer by whom you were most recently employed in work with children. Please note that family members, friends and relatives are not acceptable

Referees will be asked about past disciplinary actions or allegations excluding those that were deemed to be unfounded, unsubstantiated or malicious when assessing your application.

If you are subsequently made a conditional offer of employment, further information may be sought.

Eligibility to Work in the UK

If you are selected to attend for an interview you will be asked to provide documentary evidence of your right to work in the UK.


Declarations

If you are appointed, you will be required to complete a Disclosure and Barring Service (DBS) application. The DBS will provide a report to you confirming whether you have any history of criminal convictions, including cautions.

All posts in schools are exempt from the Rehabilitation of Offenders Act 1974; this means you must declare all convictions, the existence of a criminal background does not automatically mean that you cannot be appointed but it may do so.

We need to know if you have a close relationship with and/or are related to any employee, governor or anyone else connected to the school, in order to ensure a fair selection process.

If you have a disability please provide details of any adjustments that you will require if shortlisted for an interview. Any details you provide regarding a disability will be dealt with sensitively and will only be disclosed to staff involved in the selection process when it is considered appropriate and necessary.





Application Guidance

Before submitting your application form ensure that you take time to read it through to check for any errors or omissions.

You may find it useful to keep a copy of your submitted application form to refer to if you are short listed for the post you are applying for. Your completed application must be submitted before the specified closing date.

Before submitting your application form ensure that you take time to read it through to check for any errors or omissions.

You may find it useful to keep a copy of your submitted application form to refer to if you are short listed for the post you are applying for. Your completed application must be submitted before the specified closing date.

Next Steps

All applications will be acknowledged. You will be notified within two weeks whether you have been shortlisted to attend an interview.

It is the policy of the school that feedback is not provided to candidates at the shortlisting stage.

Safeguarding


It is an offence to apply for a job if you are banned from working with children. The School is committed to recruiting with care and safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All posts are subject to a satisfactory DBS check. Shortlisted applicants will be asked to complete a criminal history declaration before interview.

Privacy

A copy of our privacy statement for job applicants can be found [here](#)

Applications will be reviewed on a rolling basis and selected candidates will be contacted for an interview, so early application is encouraged. We reserve the right to close the advert when we are in receipt of sufficient applications and without notice. We wish to stress that no discourtesy is intended in following such a procedure, and you should not let this deter you from future applications.





Advert & Job Description

Kindness, Curiosity and Courage are our core values at Otford. Our vision is to inspire our young people to explore, discover and fly-high.

Now is the perfect time to make a positive change for the children's futures through teaching them, by helping them to return to school, by looking after their well-being, and by giving them the tools they need for their next steps in life.

Is your 'new idea' to start a new job? Are you a good learner and excited to develop the learning skills of the children you teach? Are you passionate about providing *all* children with the opportunity to think and to learn? If so we have a truly exciting opportunity for you!

We are looking for an inspiring teacher to join our forward-thinking team from September, 2022. This is a Maternity cover position with a strong potential of being permanent.

At Otford, we believe that children should be independent and innovative, resilient and resourceful. We want them to be involved in every aspect of their learning, reflect on their successes and build upon them.

Our children achieve well but we also want them to remember their learning experience at our school with a smile and with laughter. We want them to leave effective learners and well-prepared for their future. We want to celebrate every child's achievement whether it is in Geography or Grammar, Music or Mathematics; we want a teacher who feels it is a privilege to be able to teach and learn from the children at Otford.

Otford is a fabulous place for learning because we already have:

- Dedicated, hard-working staff who are passionate
- Amazing children who are kind, courageous and curious
- A community that helps each other and develops together
- Supportive parents that want to help more!
- A truly spectacular site with amazing potential for outdoor learning
- Governors who are supportive, offer professional challenge and embrace new ideas

If this intrigues you, then you may well be matched to our school! Please do feel free to contact us should you have any questions. Visitors and tours of the school are encouraged.

Please contact Bronwen Waschefort, HR Assistant for details

Telephone: 01959523145 or email bronwen.waschefort@otford.kent.sch.uk



JOB DESCRIPTION

Teacher



Grade	MPS
Responsible to	Headteacher/Deputy Headteacher

Core Purpose and Values

Supporting all our children to grow into resourceful individuals, who are able to reach their full potential, feeling equipped with key skills.

Provide a safe, caring and supportive environment for individuals to achieve

As part of the school Leadership Team develop and oversee the implementation of the school's SEND strategy and policy

Key Relationships

- Children
- Teachers
- Learning Partners

Key Duties and Responsibilities

- Be responsible for the learning and achievement of all children in the classes ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat children with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in partnership and collaboration with teachers and learning partners
- Qualified Teachers performance will be assessed against the teacher standards as part of the role Teacher standards

General Duties – this list is **not exhaustive and is an outline of the basics of the role. The post holder will be required to undertake additional duties at the request of the Headteacher and SLT**

Teaching and Learning	Use a variety of delivery methods which will stimulate learning appropriate to children's needs
	Maintain behaviour in line with the school's behaviour policy
	Demonstrate an understanding of and take responsibility for promoting high standards of literacy and oracy
	Be aware of children's capabilities, their prior knowledge and the teachers's expectations of your contribution to the learning
	Give children regular feedback and feedback to the class teacher
	Be a positive role model and demonstrate consistently the positive attitudes, values and behaviours which are expected of children
Recording and Assessment	Contribute to the assessment, recording and reporting on attendance, progress and attainment and to keep such records as required

Additional Responsibilities and General Requirement	Support the aims and ethos of the school
	Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues.
	Attend INSET days, team and staff meetings
	Uphold the school's behaviour code and uniform regulations
	Participate in parent consultations/evenings when required
	Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Head Teacher.
	Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination.

Teacher Standards	<p>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.</p> <p>PART ONE: TEACHING</p> <p>A teacher must:</p> <p>1 Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> - establish a safe and stimulating environment for pupils, rooted in mutual respect - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. <p>2 Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> - be accountable for pupils' attainment, progress and outcomes - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these - guide pupils to reflect on the progress they have made and their emerging needs - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching - encourage pupils to take a responsible and conscientious attitude to their own work and study. <p>3 Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. <p>4 Plan and teach well structured lessons</p> <ul style="list-style-type: none"> - impart knowledge and develop understanding through effective use of lesson time - promote a love of learning and children's intellectual curiosity - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired - reflect systematically on the effectiveness of lessons and approaches to teaching - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
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5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

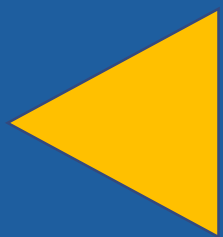
- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others

	<ul style="list-style-type: none">o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefso ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. <ul style="list-style-type: none">- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities
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PERSON SPECIFICATION

Classroom Teacher



Grade	MPS
Responsible to	Headteacher

Essential Skills and Knowledge	
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status
Professional attributes	<ul style="list-style-type: none"> • Exemplary classroom practitioner • Enthusiastic, creative and willing to learn • Excellent communication and interpersonal skills • Takes responsibility for managing own professional development • Contributes to and implements whole school policies. • Participates in and contributes to whole school improvement. • Motivates staff and sets examples of high personal standards • Establishes professional, supportive and appropriate relationships with parents, carers and other professionals. • Willingness to assist and participate in the wider aspects of school life.
Professional knowledge and understanding	<ul style="list-style-type: none"> • Has a detailed knowledge of the statutory KS1-2 National Curriculum requirements • Ensures curriculum coverage, continuity and progression in the curriculum, for all pupils. • Understands how pupils' learning is affected by their physical, intellectual, emotional and social development • Uses a range of different delivery styles to meet the needs of the learners • Successfully delivers inclusive practice to ensure equal opportunities for all. • Uses assessment effectively to set clear targets for pupil achievement and to inform future learning • Involves pupils in their own assessment and target setting • Has lead off-site educational activities to support learning.
Professional skills	<ul style="list-style-type: none"> • Works well in a team • Able to line manage teaching assistants and to involve them in the planning and assessment of pupils' learning • Selects teaching materials appropriately and makes good use of resources • Uses accommodation to create an effective and stimulating learning environment • Secures a good standard of behaviour in the classroom by establishing appropriate rules and high expectations of behaviour within the context of the school's behaviour policy • Confident ICT user • Knows how to present reports and information to parents and carers • Ensures that the learning environment is safe and that risks are adequately assessed

How to Apply:

Please apply online via Kent Teach using the online application form.

Further Information:

Please visit Otford Primary School website

<https://www.otford.kent.sch.uk/>

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

All posts are subject to a satisfactory enhanced DBS check.

Our Child Protection policy can be found [here](#).

