

LOUGHTON --- SCHOOL



...INSPIRING CHILDREN

APPLICATION INFORMATION

STAFF – Class Teacher

INTRODUCING LOUGHTON SCHOOL.....

Loughton was purpose built in 1987 as a 480 place Junior school. On 1 July 2013 we converted to an Academy.

Within the main building there are 16 carpeted home bases which open onto shared areas. There is a hall, a music room, an art room and several mobile IT suites

Outside there is an enclosed courtyard containing paved areas and flowerbeds. There are two playgrounds, extensive grounds, playing fields, an outdoor basketball court and playground equipment.

THE AREA SERVED BY THE SCHOOL...

The reserved area for the school is the two grid squares of Loughton and Shenley Church End, and the southern ends of Crownhill and Great Holm. Our feeder schools are Loughton Manor and Glastonbury Thorn Infant Schools. The school is highly regarded in the local community and a large number of 'out of catchment' requests for places are made annually.

THE CURRICULUM

At Loughton we believe acquiring the core skills in reading, writing and mathematics to be of paramount importance. We endeavour to do this as part of an exciting and creative curriculum. At Loughton we have had a creative curriculum, with a termly cross-curricular theme in each year group.

EXTRA CURRICULAR ACTIVITIES...

Children are encouraged to take part in the extra-curricular activities we offer. These have included gymnastics, cross country, athletics, hockey, football, basketball, netball, cricket, rugby, art, choir, First Aid, French, Maths, Science, ICT, DT and board games. Our commitment to extra-curricular activities was recognised by receiving the Sport England Sportsmark Award and an Artsmark Award.

PARENTAL/COMMUNITY INVOLVEMENT...

The active involvement of parents in their children's education is of great value to the school. We are also fortunate to have a number of parents helping in school on a regular basis. There is a very active and supportive PTSA which holds many social and fundraising activities during the school year.

The school fosters strong links with the local community for example, inviting local groups to productions and letting of our facilities.

EDUCATIONAL VISITS...

Educational visits are planned and organised as part of the ongoing work of the school. As well as local visits, residential visits are organised for Year 5 - youth hostelling in the Caldecotte and Year 6 - outdoor pursuits in Staffordshire or a 5 day residential visit to Germany.

SAFEGUARDING...

This school is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the "Disclosure and Baring Service".



Please visit our website at www.loughton.milton-keynes.sch.uk to learn more about our school.

The School's Policy Statement on Safeguarding

The Governing body of Loughton School recognises its overall responsibility for safeguarding employees, pupils and other persons who are liable to be affected by its activities and those within it.

It is committed to high standards of safeguarding. The school will aim at achieving continual improvement in standards through the regular monitoring and review of its policy and arrangements.

In particular, the Governors will, so far as is reasonably practicable, ensure that the following are provided:

- Effective procedures for managing safeguarding
- A building, equipment and work procedures that are safe
- A safe place of work, a healthy working environment and adequate welfare arrangements
- Comprehensible and relevant information relating to safeguarding is shared with children, employees and where appropriate other persons working in school
- Appropriate training to enable those working or volunteering in school to keep children and adults safe
- Effective consultation procedures and opportunities for staff, parents or children to raise issues
- Adequate and appropriate resources to implement the policy
- Suitable arrangements for reviewing its policy and management systems

The Governing Body assigns to the Head teacher and Deputy Head teachers the day to day responsibility for implementing this policy.

Signed:..... Date:

Mr Graham Cuthbert
Chair of Governors

Signed:.....  Date: ...1 September 2019.....

Mrs Rebekah Green
Headteacher (Acting)

LOUGHTON SCHOOL
CLASS TEACHER PERSON SPECIFICATION

Attributes	Essential	Desirable	Evidenced Through
Qualifications & Training	A Degree Qualified Teacher Status		Application Application and Original documentation (Paper Qualifications)
Experience	Successful /experience of classroom teaching in a Primary School	Experience of teaching across Key Stage 2	Application
Attendance & Reliability	Excellent attendance and reliability Excellent time keeping Professional commitment		Interview / Reference Reference Application / Interview
Professional Knowledge & Skills	An excellent class teacher A good understanding of the Primary Curriculum Demonstrate how to use strategies that will continue to improve achievement and raise standards of attainment Demonstrate a creative approach which encourages active learning Show a sound understanding of the use of assessment to improve achievement Demonstrate a clear vision and philosophy for education Show very good communication (written and verbal) skills at all levels Demonstrate the ability to meet deadlines To contribute to the wider curriculum, e.g. taking part in residential trips and organising extra-curricular clubs.	Knowledge of issues relating to additional educational needs Inspire colleagues	References / Interview / Application Application Application Application Application Interview / References Application / References / Interview Application / Interview Application / Interview / References

Attributes	Essential	Desirable	Evidenced Through
Personal Qualities & Attributes	Enthuse, inspire and motivate young children		Application / Interview
	A belief in all children to be successful and a “can do” approach		Application / References / Interview
	Excellent self-management skills, including the ability to organise and plan one’s own time effectively		Application / Interview
	Establish good and productive working relationships		Interview / Application / References
	Show sound, good judgement under pressure		Interview / References
	Give care & attention to detail in all work undertaken		Application / Interview / References
	Have high level organisational and administrative skills		Interview / References / Application
	Wear professional dress		Interview
	Flexibility		Interview / References
	Prepared to go “the extra mile”		References / Interview
Sense of humour		Application	

LOUGHTON SCHOOL

JOB DESCRIPTION TO BE PERFORMED BY TEACHER

Job Role: Class Teacher

Report to: Year Leader, Assistant Head, Deputy Headteacher, Head teacher

Job Summary:

To carry out the following professional duties of a teacher as covered by the most recent School Teachers' Pay & Conditions Document as circumstances may require and in accordance with the school's practice and policies under the direction of the Head teacher and showing a commitment to professional learning to improve practice.

Areas of Responsibility and Key Tasks

Set high expectations which inspire, motivate and challenge students:

- establish a safe and stimulating environment for children, rooted in mutual respect;
- set goals that stretch and challenge children of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of children.

Promote good progress and outcomes by children:

- be accountable for children's attainment, progress and outcomes;
- be aware of children's capabilities and their prior knowledge, and plan teaching to build on these;
- guide children to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how children learn and how this impacts on teaching;
- encourage children to take a responsible and conscientious attitude to their own work and learning.

Demonstrate good subject and curriculum knowledge:

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain children's 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.

Plan and teach well-structured lessons:

- 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 children 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).

Adapt teaching to respond to the strengths and needs of all children:

- know when and how to differentiate appropriately, using approaches which enable children to be taught effectively;
- have a secure understanding of how a range of factors can inhibit children's 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 children's education at different stages of development;

- have a clear understanding of the needs of all children, 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.

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 children's progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give children regular feedback, both orally and through accurate marking, and encourage children to respond to the feedback.

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 children's needs in order to involve and motivate them maintain good relationships with children, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities:

- make a positive contribution to the wider life and ethos of the school;
- be aware of the policies and practices of the school and share in collective responsibility for their implementation.
- 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 children's achievements and well-being.
- Any other professional duties that may be reasonably assigned by the head teacher

Signed _____  _____

Head teacher: Rebekah Green (Acting)

This job profile is a guide to the work that you will initially be required to undertake. It may be altered from time to time to meet changing circumstances. It does not form part of your contract of employment.

LOUGHTON SCHOOL

GUIDANCE NOTES FOR APPLICATIONS

Thank you for expressing an interest in joining Loughton School. The enclosed application pack contains a number of documents providing background information about our school and the vacancy that we are planning to fill. We hope you will find this information useful and we look forward to hearing from you.

Making an Application

Application Form

If you wish to be considered for this post please complete the application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc.).

You will note that we require details of two referees, one of which must be your current or most recent employer.

CVs are not accepted as part of the application process.

Supporting information

This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post.

Please remember to sign the declaration on the final page of the application form.

In addition to the Application form, please submit a formal letter of application (up to 2 sides of A4) setting out your experience of teaching and learning and what impact your contribution would make in terms of raising standards at our school.

Please return your completed application form to:

Janet Hobbs, Personnel and Finance Manager
Loughton School, Bradwell Road, Loughton,
Milton Keynes MK5 8DN

Or email: Hobbsj@loughton.school

The closing date for applications is:

Monday 4 November 2019

Interview and Selection Process

Those candidates who meet all the requirements for the post will be shortlisted and details of the interview programme will be confirmed in writing/email.

Interviews are scheduled to take place on:

Monday 11 November 2019

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Equality Act of 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.

We will consider any reasonable adjustments under the terms of The Equality Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

Induction and Continuous Professional Development

The headteacher and school governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment the headteacher will discuss an appropriate induction programme with you which will help familiarise you with the ethos of our school, local practices and policies.

Pre-employment Checks

References

If you are shortlisted we will normally take up references **before** the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, sickness absence record, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.

Copies of references or references that are addressed "to whom it may concern" will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Disclosure and Barring Service (DBS) Check (Disclosure)

Employment at this school is subject to an enhanced check with the DBS. Checks will also be made against the ISA list. All such checks must be satisfactory **before** we confirm any offer of an appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment.

Validation of Qualifications

All shortlisted candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

A satisfactory medical assessment will be required **before** we confirm any offer of an appointment.

School Policies

Child Protection

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. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore, our policy is to ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues.

Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils.

The school governors and headteacher regard everyone working at our school as a role model for our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. To this end we ask all staff to read our Code of Conduct and sign to acknowledge they have understood and agreed its contents.

Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.