**Teacher Recruitment Pack **

**MPS (M1-M6)**

**March2018**

***At Galley Hill Primary School, we are a family.***

***A family built on positive partnerships between school, children, parents, governors, the local community and the wider world.***

***We…***

* aim to create a warm, safe and happy environment where children feel valued and inspired to learn;
* will safeguard the needs of all children and promote their mental health and emotional wellbeing;
* have the highest standards for both learning and behaviour; we will encourage all children to achieve to their full potential;
* aim to create active and resilient learners who persevere when faced with challenge and have pride in their achievement;
* will offer a broad, rich, creative and challenging curriculum, which is fun and accessible to all.

**Job Details**

We currently have vacancies for a full-time classroom teacher in Reception (in the first instance) to commence appointment in September 2018. We are looking for a flexible, dedicated outstanding teacher to work across the school. The post is open to NQTs and experienced teachers. As a school we are committed to safeguarding and promoting the welfare of children and young people, we expect all staff to share this commitment. The post will be subject to an enhanced DBS check.

You will be joining the school at an exciting time as we move to become part of the Galileo Multi Academy Trust (conversion 1st April 2018). This enables us to work more closely with the nine other local schools involved.

**Application and Interview**

Prospective candidates are welcome to visit the school to see for themselves the high standards that we expect of both pupils and staff. Visits are available at the following times by contacting the school office:

* Wednesday 18th April 2018 at 4pm
* Wednesday 25th April 2018 at 4pm

All applicants are required to complete an application form and provide a supporting statement that takes full account of the person specification. This is vital for a successful application.

**The closing date for applications is Friday 27th April 2018 at 12.00 noon.**

Applicants must enclose details of two references. These must be recent. Usually one will be a current employer who can comment on your suitability to work with children. If this is not possible this can be a previous employer. We ask that friends and relatives are not named to provide a reference. We will ask for a reference from all candidates who are shortlisted. If an appointment is made, this will be subject to both references being received. We may contact any previous employer listed on your form to clarify any information.

Shortlisting will be based on the applicant’s suitability for the post linked to the job description and person specification.

Those applicants called to interview will be expected to attend on **Friday 4th May 2018.**

Candidates will need to bring proof of identity and evidence of qualifications and skills cited in the application form. Candidates will be expected to work with a group of children. Interviews will be conducted by a panel comprising members of staff and sometimes members of the governing body. The interview will include questions about the roles and responsibilities of a main scale teacher as well as more personal questions linked to information contained within the application form.

**Our School**

Galley Hill Primary School is a one form entry school with 252 children currently on roll. The school serves the area of Hutton Meadows in Guisborough which is made up of privately owned and privately rented accommodation. The school has below average numbers of pupils who receive Pupil Premium funding and has groups of pupils with SEND above national expectations.

**Organisation and Staffing**

The school is currently led by a leadership team consisting of the Head Teacher, Deputy Headteacher and two other Senior Leaders. Each key stage is led by a member of the senior leadership team and comprises of teaching staff, teaching assistants and learning support assistants (SEND). We are currently expanding year on year to become a 1.5 form entry school after significant building work was completed.

**Curriculum**

The school curriculum provides rich opportunities for high quality learning; it is broad, balanced and offers a learning experience enriched with creative and imaginative teaching and learning opportunities. The curriculum provides the children with their full entitlement and more, it is thematic in design and ensures key stages follow linked themes on a rolling two year cycle. The curriculum is designed to meet the needs and interests of the children and is enriched with visits and visitors to school. In addition, children are given opportunities for sustained study in areas such as music and gymnastics, enrichment that is delivered by qualified and experienced coaches and teachers.

The school offers a range of afterschool activities and programmes in all areas. We have excellent resources and provision in drama and the performing arts, art and music.

**Inclusion**

The school believes very strongly in inclusion and we have experience in supporting children with a variety of needs and difficulties. The careful monitoring of attainment ensures that the needs of all learners are readily identified and appropriate support provided. The school works in partnership with parents alongside many external agencies such as Educational Psychology, Speech and Language Therapy and Physiotherapy to deliver targeted programmes of support to individual children. Learning support staff are allocated to cohorts of children with high levels of need and are able to deliver intervention programmes and support strategies.

**Resourcing**

The school effectively and efficiently manages and deploys a range of high quality resources in order to achieve high quality outcomes for children. We have a very extensive level of IT provision and equipment.

**Staff Development Opportunities**

The school has extensive experience of supporting newly qualified teachers during the NQT induction period. This is achieved with coaching and mentoring support from colleagues and opportunities to follow personalised CPD. All staff are encouraged to continue their own professional development through attendance at courses and training opportunities. Many staff have also had opportunities to complete extended study and qualification in areas such as SEND, Maths and Leadership. Staff are also encouraged to network with cluster schools and share expertise and experience.

**Governance**

The school governing body is well established and its members have a diverse range of experiences, interests and skills which allow them to perform their role as a critical friend well. They offer a high level of challenge and support to the school.

**Extended school Provision**

Through our extended school initiatives, the school consistently operates for extensive periods outside of curriculum time. We work in partnership with Guisborough Extended Learning who use our facilities to provide activities during school holidays.

For more information about our school please refer to the school website:

<https://galleyhill.eschools.co.uk/website>

 **Classroom Teacher**

**(M1-M6)**

**Job Specification**

|  |  |  |
| --- | --- | --- |
| **Essential** | **Desirable** | **Source of Evidence** |
| **1. Qualifications and Training*** Qualification Teacher Status (QTS)
* DBS clearance.
 | * An understanding of the need for and interest in ongoing CPD
* Evidence of continued career development (experienced staff only)
 | Application FormWritten Reference |
| **2. Experience*** Experience of teaching in the Early Years/Key Stage 1 or 2.
* Knowledge and understanding of how young children learn.
* Knowledge of current educational issues.
 | * Evidence of working with children with special educational needs and how to meet the needs of more able children
 | Application FormWritten ReferenceSelection ActivityFormal Interview |
| **3. Professional Knowledge**A clear and good understanding of current educational issues, theory and practice, with particular regard to: * The National Curriculum;
* Classroom organisation and management
 | * A subject specialism;
 | Letter of Application Formal Interview Selection Activity |
| **4. Professional Skills**The ability to create a safe and rich learning environment involving: * Clear ideas for, and demonstrated experience of classroom organisation, planning and record keeping;
* Evidence of skills in creating a stimulating and enriching visual environment for the classroom;
* A good understanding of child development and the ability to differentiate and select appropriate teaching provision in accordance with pupils’ ability.
* The ability to work closely with teaching and support staff in developing the curriculum and supporting the personal development of children;
* An awareness of and ability to use a range of assessment strategies including AFl and summative assessment.
 | * Evidence of or willingness to work in more than one key stage
* The ability and willingness to work with parents and encourage their active participation in education
 | Letter of Application Formal Interview Selection Activity |
| **5. Personal Attributes*** Good written and oral communication skills;
* Good health and attendance record;
* Reliability and integrity;
* Commitment and enthusiasm;
* Self-confidence and humility;
* Energy and perseverance;
* Adaptability and flexibility;
* A sense of humour.
 | * Flexibility and willingness to be involved in the wider life of the school and the school community;
 | Letter of ApplicationFormal InterviewSelection Activity |
| **6. Safeguarding Children*** Able to form and maintain appropriate relationships and personal boundaries with children.
* Has appropriate motivation to work with children and young people
* Has the ability to maintain appropriate relationships and personal boundaries with children and young people
* Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline
* Demonstrate commitment to safeguarding and promoting the welfare of children and young people
 |  | Selection ActivityWritten ReferenceFormal Interview |