Henshaw CE Primary School and Greenhead CE Primary School (which together make the West Tyne Church Schools Federation) are seeking to appoint an inspiring, knowledgeable, kind and energetic Reception Class Teacher who will assist in sharing our Federation’s vision as we continue to inspire, support, believe and achieve in our happy school.  
   
Both schools have recently undergone their own Ofsted inspections last year and were both graded as Good schools with many areas of strengths.  
  
The successful candidate will initially work at Henshaw Primary school in our Reception class for Monday and Tuesday one week and Monday, Tuesday and Wednesday the next week, creating a 0.5 teaching post.  
  
We are looking for someone who:

* Is an excellent classroom practitioner who can motivate and engage our pupils at the start of their learning journeys.
* Can work in partnership with all staff across our Federation in order to drive forward the vision, values and aims of our Church of England Schools.
* Will engage and work with others to create a shared culture and positive climate.
* Will work with the Head Teacher and Assistant Head Teacher to raise the quality of teaching and learning and pupil’s achievement in Outdoor Learning and across the Specific and Prime Areas.
* Has substantial knowledge and understanding of learning and teaching within the Early Years Foundation Stage.

We can offer you:

* The ability to make a real difference to the lives of our children, who are enthusiastic, well behaved and engage positively with their learning.
* A strong, dedicated and motivated team who are strongly committed to the school and passionate about children’s learning and well-being.
* The support and commitment of our Governing Body, Parents, Carers, Friends of both schools and our Local Community.

Visits to Henshaw Primary School will be warmly welcomed, and can be arranged for 11am on the 19th April and 3pm on 26th April. Please contact Jayne Coleman (Administration Manager) at the Greenhead School office (01697 747347) to make an appointment.  
  
For an informal discussion about the position, please contact Mike Glenton, Executive Headteacher, by contacting the school office.   
  
Please return completed applications in person to the school office or by email to [henshaw@westtynefederation.uk](mailto:henshaw@westtynefederation.uk) by 10am on Monday 29th April,   
Interviews will take place on Friday 3rd May.  
  
The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced DBS disclosure.



**JOB DESCRIPTION**

**POST**: Reception Teacher (0.5)

**GRADE**: MAIN PAY RANGE1 - 4

**DIRECTORATE**: EDUCATION

**RESPONSIBLE TO**: HEADTEACHER, ASSISTANT HEAD TEACHER

**PURPOSE OF THE JOB:**

To meet the requirements of:

* A teacher as set out in the School Teachers’ Pay and Conditions Document
* The Professional Standards for Teachers
* Promote and safeguard the welfare of all pupils
* To co-ordinate a curriculum, social or other area (If not an ECT in their first year)
* To teach, coordinate and monitor standards across the Federation

**Knowledge and Understanding**

* Have a knowledge of and keep up to date with the requirements of the Early Years Framework and the Primary National Curriculum
* Understand the stages of child development and how pupils’ learning is affected by their wider experience and life context.
* Be familiar with school systems and structures including all those linked to Health and Safety and Safeguarding.
* Have a thorough and up-to-date knowledge and understanding of Early Years curriculum and assessment for all relevant areas of the Curriculum, drawing on subject expertise of other staff when appropriate.
* Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold – thereby deepening the pupils’ knowledge and understanding.

**teaching, LEARNING and class management**

* Plan and deliver engaging and motivating learning to the assigned class or classes in line with national requirements and school policies.
* Keep up to date planning on school shared drive.
* Provide lessons which are well structured, maintain pace and provide appropriate support and challenge for all groups of pupils based on effective use of assessment to inform next step learning.
* Evaluate own teaching critically, drawing on development opportunities to improve effectiveness.
* Make effective use of data to ensure pupils make appropriate progress and keep systems up to date.
* Identify those with Special Educational Needs, implement planned programmes/interventions and seek appropriate support from other professionals.
* Use of any support staff or classroom assistance effectively.
* Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, promoting effective behaviour for learning in all contexts so children feel secure and confident as learners in line with school behaviour policy.
* Set homework to consolidate and extend learning.
* Use Planning, Preparation and Assessment (PPA) time effectively. At least 10% of timetabled time will be designated as PPA time, and it will be allocated in blocks of no less than 30 minutes.
* Assess and record each pupil’s progress systematically in line with school current practice.
* Mark and monitor class work and homework providing feedback in line with policy and use the results for future planning, teaching and learning.
* Write/collate high quality and informative individual, positive, honest annual reports to parents/carers and discuss pupil’s progress and welfare at parents’ meetings and other occasions developing positive relationships.
* Prepare pupils for Early Learning Goal assessments and carry our Baseline and phonics testing.

**PROFESSIONAL STANDARDS AND DEVELOPMENT**

* Understand the professional responsibilities in relation to school policies and practices and in so doing actively support and reinforce those policies. E.g. anti-bullying, homework, behaviour
* Be aware of the role of the Governing Body and provide reports when requested by Head teacher.
* Set a good example around the whole school, in appearance and personal conduct.
* Establish effective working relationships with other professional colleagues, not only those within school, but those from outside agencies.
* Attend meetings within the constraints of directed time and contribute to the development of programmes of study and staff share.
* Assist in the development of the School Curriculum in line with the School’s Improvement Plan.
* Assist in the maintenance of good discipline in and around school in line with school behaviour policy.
* Work effectively as a member of a team, supporting the values of the Federation.

**OTHER Professional Requirements**

* In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the school curriculum, which may lead to improvements in teaching and learning.
* Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training
* Maintain a reflective approach to evaluating and improving own practice.
* Engage in annual review of performance.
* Contribute to the professional development of colleagues, especially NQT’s.

**HEALTH AND SAFETY**

* Undergo basic First Aid training as required.
* Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
* Co-operate with the employer on all issues to do with Health, Safety and Welfare.

**SPECIFIC PASTORAL DUTIES**

Support, Guidance, Monitoring and Reporting

* Consider promoting and safeguarding pupils’ welfare as paramount, and take action in accordance with the responsibility ‘in loco parentis’
* Have a detailed knowledge of the pupils in the class and play a central role in positive behaviour management
* Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Also to develop a sense of respect for other people’s property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.

**The West Tyne Church School Federation of Greenhead and Henshaw Primary Schools**

**PERSON SPECIFICATION- Class Teacher (0.5)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Areas** | **Essential/**  **desirable** | **Method of Assessment** | |  |
| 1. **Qualifications** | | | |  |
| * DFE Qualified Teacher Status | E | Application Form | |  |
| * Degree/Graduate status | D | Application Form | |  |
| * Evidence of participation in further professional development or study | D | Application Form. Interview | |  |
| * First Aid qualification or willing to participate in paediatric First Aid | E | Application Form | |  |
| 1. **Experience** | | | |  |
| * Successful Recent Experience in Early Years | E | Application Form, Interview, References | |  |
| * Experience of working in Key Stage 1 and/or transitioning pupils between Early Years to Year 1 | D | Application Form, Interview, References | |  |
| * Experience of teaching a range of abilities including children with SEND and the more able leading to positive outcomes | E | Application Form, Interview, References | |  |
| * Experience of working with multi-agency teams | D | Application Form, Interview, References | |  |
| * Trained in use of Read Write Inc | D | Application Form. Interview | |  |
| * Trained or willing to train in Forest Schools | D | Application Form. Interview | |  |
| * Be committed to safeguarding policies and procedures keeping every child safe | E | Application Form, Interview, References | |  |
| **(iii) Ability to work within a professional team and to develop and promote the school’s ethos and values within the First School Phase** | | | |  |
| * Evidence of outstanding classroom practice | E | Application Form, References, Lesson Observation | |  |
| * Evidence of effective planning to meet needs of all groups of pupils | E | Application Form, Interview, References Lesson Observation | |  |
| * Knowledge of the Early Years Framework | E | Application Form, Interview, References | |  |
| * Prioritises improving standards and achievement for all groups of pupils and demonstrates significant impact on pupil outcomes. | E | Application Form, Interview, References | |  |
| * Relates to and motivates pupils through an understanding of their needs | E | Application Form, Interview, References | |  |
| * Works well within and contributes to team development, morale and well being | E | Interview, References | |  |
| * Outstanding classroom and positive behaviour management | E | Interview, References, Lesson Observation | |  |
| * Evidence of a commitment to the equalities agenda | E | | Application Form, Interview, References | |
| **(iv) Ability to Lead** | | | |  |
| * Respond effectively and efficiently to daily challenges, making decisions on the basis of sound judgement | E | | Application Form, Interview | |
| * Experience in using pupil tracking and assessment information to accelerate pupil progress and fully inform next steps of learning | E | | Application Form, Interview, Lesson Observation | |
| **(v) Ability to Communicate Clearly** | | | |  |
| * Good written and oral communication skills | E | | Application Form, Interview | |
| * Confident use of technology to support teaching, learning and personal organisation | E | | Application Form, Interview | |
| **(vi) Personal Qualities** |  | |  | |
| * Kind and caring | E | | Application Form, Interview | |
| * Hard working, flexible, enthusiastic, a team player and resilient | E | | Application Form, Interview | |
| * Able to work under pressure and recognise and manage stress | E | | Application Form, Interview | |
| * Sense of humour and fun | E | | Application Form, Interview | |