



SHERFIELD
SCHOOL

APPLICANT INFORMATION PACK

**CLASSROOM TEACHER - RECEPTION
FULL TIME
REQUIRED FOR JANUARY 2019**





SHERFIELD SCHOOL

RECEPTION – CLASSROOM TEACHER

**Full Time
MPS/UPS
January 2019**

We are looking for a teacher to join our committed and supportive Early Years team. The role would equally suit someone in the early stages of their career or a more experienced candidate who can demonstrate a strong track record of highly effective teaching and pupil progress, and would like to develop their professional experience in a fresh setting.

We are looking for a teacher with:

- High aspirations, resilience, optimism and positivity for the children and for themselves;
- The capacity to motivate children of all abilities to make very good progress;
- A secure understanding of the Early Years curriculum and how formative assessment informs planning and practice;
- The skills to promote and advance children's independent learning;
- Good communication skills with children, colleagues and parents;

In return we offer exceptional working relationships, a raft of opportunities for continued professional development.

Applications are invited from well-qualified and enthusiastic candidates, with an excellent degree in a directly relevant subject, with particular experience within an EYFS setting to join our thriving school.

Full details of the post and an application form may be obtained from the Sherfield School website.

All candidates are required to complete an application form in full. Please note that applications must be made on the School's application form and accompanied by a covering letter of no more than 2 sides of A4, font Calibri, size 12.

To apply, please send your letter and Sherfield application form via post to: Sally Holmes, Sherfield School, Sherfield on Loddon, Hook, and Hampshire, RG27 0HU OR electronically via e-mail: s.holmes@sherfieldschool.co.uk

Closing Date for Applications: midday, 5 October 2018

Interviews will be held shortly afterwards.

GEMS Sherfield School is committed to safeguarding and promoting the welfare of children and young people and have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. We expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to enhanced Disclosure and Barring Service checks along with other relevant pre-employment checks, including checks with past employers.



SHERFIELD SCHOOL

Nursery • Pre-prep • Prep • Senior • Sixth Form

POST TITLE: CLASSROOM TEACHER (QTS) - RECEPTION

Reporting to:	Head of Prep
Liaising with:	Curriculum and pastoral leaders, SLT, other teaching staff, support staff, governors, parents and pupils, external agencies where applicable
Working time:	1.0 FTE
Salary/Grade:	MPS M1-M6 / UPS U1-U3 where applicable
Disclosure Level:	Enhanced DBS with children's barred list check

PURPOSE

- To support the education and welfare of the children.
- To raise standards of pupil attainment and achievement within teaching groups and to monitor and support pupil progress in line with the expectations of the school.
- To accurately track the progress and achievements of pupils within teaching groups and provide feedback to enable them to progress at least in line with expectations.
- To be accountable for pupil progress and development within teaching groups against targets set by the school using prior attainment data.
- To provide support and intervention for pupils at risk of under-achieving.
- To make effective use of physical resources within lessons.
- To participate in collaborative planning and sharing good practice with other members of the department.
- To contribute to the development of the curriculum area and subject specific resources.

SCHOOL ETHOS

- To support the school aims, ethos and policies.
- To provide leadership in promoting the ethos of the school to pupils, parents and the wider community.
- To develop an attitude of high inspiration and achievement in the pupils.
- To act as a role model to pupils through professional conduct reflecting our expectations of high standards of appearance and courtesy by the pupils.

RESPONSIBILITIES

- All teachers are expected to meet the national teachers' standards.
- To demonstrate a strong working knowledge of the EYFS in order to achieve the highest possible standards of teaching and learning.
- To motivate pupils and build up their self-esteem.
- To monitor the attainment, progress and outcomes of pupils you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- To ensure appropriate lesson plans are in place for each lesson which take into account the needs of absence cover arrangements.
- Effective deployment of assigned LSA/TA/technicians and other support staff within lessons, as appropriate, to maximise pupil learning.
- To be aware of employee responsibilities for Health and Safety of themselves and others and to work in a safe and secure manner with due care towards the health and safety of oneself, other staff and pupils.
- Every member of staff has a duty to commit to the safeguarding, happiness and welfare of all pupils at the school.
- To participate in staff programmes for training, in particular safeguarding and Health and Safety.

OPERATIONAL / STRATEGIC PLANNING

- To contribute to the development of appropriate syllabuses, resources, schemes of work, marking and assessment policies and teaching and learning strategies.
- To actively monitor and mentor pupil progress through effective classroom interventions (including key groups: SEND, PP, G&T).
- To implement school policies and procedures.
- To work with department colleagues to help develop aims objectives and department development plans which have coherence and relevance to the needs of pupils and the aims, objectives and strategic plans of the school.
- Plan differentiated lessons that take into account individual pupil circumstances (including key groups: SEND, PP, G&T).

CURRICULUM PROVISION AND CONTRIBUTION TO TEACHING & LEARNING

- To motivate and encourage pupils to achieve their best and not to be constrained by targets.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- To plan and provide stimulating and challenging learning opportunities, listening and talking to children, engaging in child initiated games and role play, promoting independent learning.
- To plan and mark work, activities and classroom provision to pupil's individual abilities and skills. To demonstrate a strong commitment to supporting pupils with special educational needs, working closely with the SENCO and any outside agencies.
- To ensure suitable work is provided and marked for pupils from any teaching group working elsewhere, if applicable.

- Develop and maintain an atmosphere of mutual respect with pupils in all classroom activities.
- To ensure appropriate delivery of cross curricular themes in line with school policy and planning.
- To ensure homework and other related activities are uploaded onto Show My Homework.

CURRICULUM DEVELOPMENT

- To contribute, within the department, and across the school where applicable, to the development of an engaging and challenging curriculum which meets the needs of the pupils.
- To keep up to date with national developments in the subject area(s) and regularly review teaching practice and methodology.
- To ensure literacy, numeracy, communication skills are reflected and promoted within lessons where appropriate.

STAFF DEVELOPMENT

- To be reflective on own practice and work collaboratively with line manager to identify development needs and participate in annual performance management (and interim review(s)) as part of an active programme of Continuing Professional Development (CPD).
- To participate in the interview process for new posts where applicable.
- To share best practice and promote collaborative teamwork which can motivate and inspire colleagues.
- To share best practice with other departments in order to promote high standards throughout the school.
- To share best practice with all staff where applicable.

QUALITY ASSURANCE

- To engage with target setting/monitoring for each individual pupil within teaching/tutor/mentoring groups in order to maximise attainment.
- To contribute towards department self-evaluation and to seek and implement modifications when required.
- To work with (and contribute to) the department improvement and development plan.

RECORD KEEPING, ANALYSIS AND MANAGEMENT OF DATA

- To keep up to date with, and regularly mark pupil work in line with established school (and department) policy.
- To maintain records of pupil attainment and ensure that the school information system is up to date with relevant data.
- To be actively aware of current attainment (levels/grades) achieved by each pupil.
- To identify and take appropriate action on issues arising from data, systems and reporting.
- To produce accurate pupil reports within the published deadlines.

COMMUNICATIONS

- To communicate effectively and positively with pupils and parents, in line with the school's communication policy.
- To liaise with examination boards, awarding bodies and other relevant external bodies as and when appropriate.

MARKETING AND LIAISON

- To attend parent consultation evenings, parent tutor meetings, open evenings and other school events.
- To communicate positively and professionally at these events, reflecting school policy and ethos.

MANAGEMENT OF RESOURCES

- To manage the available resources of space and equipment efficiently and within limits, guidelines and procedures laid down.
- To proactively engage with provision and use of the school website.
- To be responsible for aspects of requisitioning, organising and maintaining equipment, stock and keeping appropriate records.
- To maintain a stimulating, safe and tidy teaching area.

PUPIL WELFARE

- To monitor and support the overall progress and development of pupils.
- To liaise with the relevant pastoral leader regarding progress of pupils in teaching groups.
- To contribute to PSHE as required.
- To electronically register pupils in every lesson.
- To ensure behaviour management is applied consistently so that effective learning can take place.
- Develop and maintain high standards of effort and discipline amongst the pupils by the use of school based rewards, agreed goals and sanctions as appropriate.
- Promote rewards and strategies for pupils making good/improved progress.
- Support colleagues in the consistent implementation of whole school policies, rules and procedures.

ADDITIONAL DUTIES

- To play a full part in the life of the school community, supporting others and supporting the school's distinctive ethos.
- To contribute to the overall progress, achievement and attainment of pupils via appropriate extra-curricular provision.
 - Teachers are expected to run at least one lunchtime club and at least one afterschool club. These can be academic societies, sporting or creative.
- Attendance at designated school meetings.
- School trips.
- To work within duty teams to ensure effective supervision of pupils before and after school and at break times.

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| <ul style="list-style-type: none"> ➤ Teachers will be expected to complete at least two school duties each week as per the termly duty rota. • To contribute to the supervision of pupils at lesson changeover by: <ul style="list-style-type: none"> ➤ Dismissing pupils in an orderly fashion at the end of the lesson; ➤ Take responsibility for the area immediately outside of your teaching area; ➤ Welcoming pupils promptly into lessons. |
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OTHER SPECIFIC DUTIES

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| <ul style="list-style-type: none"> • To continue personal professional development as agreed. • To engage actively in the performance review process. • To undertake any other duties as specified by the Headteacher not mentioned above. |
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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is carried out in accordance with provisions of the School Teachers' Pay and Conditions document and within the range teachers' duties set out in that document. It is also advised that you make reference to the current Teachers Standards', published by the DfE.

The school will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunity for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

NEWLY QUALIFIED TEACHERS

All Newly Qualified Teachers (NQTs) are placed on a specifically designed induction and review package and performance will be monitored against the Teachers' Standards (which for this purpose apply to trainees working towards QTS, all teachers completing their statutory induction period (NQTs)) throughout the year. This performance and progress will be recorded on the Hampshire NQT Manager database and must be signed off termly by the Headteacher.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Please refer to the school Child Protection Policy and other policies related to pupil welfare.

Signed:

Date:

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Nursery • Pre-prep • Prep • Senior • Sixth Form

Sherfield School is an independent, co-educational day and boarding school of approximately 420 pupils from 3 months to 18 years. Sherfield School is well-located in rural Hampshire, near Reading and only 45 minutes by train from London. Set in 75 acres of grounds, Sherfield has a forward thinking educational vision, a growing Sixth Form, impressive GCSE and A Level results and an ambitious development programme. Our core values of global citizenship are reflected in our international boarding community and our strong links with GEMS schools overseas.

Person Specification for Classroom Teacher (Reception)

Essential	Desirable
QTS qualification (or equivalent), Early Years Teacher Status or Early Years Professional Status	Evidence of CPD and/or school practice
Prior experience within an EYFS setting	A First Aid qualification
Communicate effectively, both orally and in writing, in a variety of contexts	Recent evidence of good or outstanding teaching
Experience of EYFS observation, assessment and planning	Willingness to share innovative classroom practice across the school
Excellent knowledge of own subject area	Able to contribute to the development of schemes of work
Ability to use a range of strategies and differentiated lessons to promote learning	Track record of success with examination classes
An excellent practitioner who is enthusiastic about sharing good practice	Experience of pastoral work
Systematic about monitoring pupil progress and creating interventions to improve performance in the classroom	
Ability to develop positive working relationships with pupils	
Ability to use ICT effectively	
Excellent communication skills and the ability to understand the views of others	
Understanding of how data is used to inform planning and improve pupil performance	
Able to uphold and strengthen the distinctive ethos of Sherfield School	
Knowledge and understanding of Safeguarding and Child Protection procedures	
Willingness to get involved in extra-curricular activities	