

Snaresbrook Primary School



Brochure

Health, Well-Being and Learning are
at the Heart of our Happy School

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Dear Candidate

Thank you for giving us the opportunity to introduce you to Snaresbrook Primary School, a learning community that equips children to become creative, caring and committed learners in a changing world.

Snaresbrook Primary School is a two form entry multicultural school with 475 pupils including a Nursery set in spacious green and wooded grounds, in South Woodford, London, E18 which falls under the local authority of Redbridge and has an Outer London pay scale. The school is close to South Woodford, Snaresbrook and Wanstead Town centres. We have excellent transport links with the Central Line (Snaresbrook and Wanstead); buses and road links into Central London, Essex and beyond. We are a school with high expectations for our pupils and the surroundings in which they learn.

Our school community is very ambitious and everybody within it works hard together to create an educational experience that enables all our children to achieve their academic potential. The same hard work is also expected of our children too and their positive learning behaviour ensures that there is progress to celebrate every day, both in class and in whole school assemblies!

Our children are at the heart of every decision that we make. For instance, the curriculum has been thoughtfully created to engage, stimulate and challenge every child and foster a love for life-long learning and curiosity of the world.

The positive relationships created by all adults with children ensure that every child is nurtured in order to develop within them a confidence and positivity to embrace learning and whatever demands come their way.

Underpinning all this is the school's commitment to ensuring that all our children possess the values, skills and knowledge to prepare them for the next phase of their educational journey as well as enabling them to make a positive contribution to our local community and wider world.

If you would like to know more about Snaresbrook Primary School, you are very welcome to come and visit. The children of are very proud of their school and very much enjoy talking about and sharing their achievements and our successes!

We are committed to the safe-guarding and welfare of all children, and this appointment will be subject to satisfactory references and enhanced DBS check.

This pack will tell you more about the school and I look forward to welcoming you to Snaresbrook Primary School in the future.

Graham Ford
Headteacher

Our Approach to Learning

- We aim to develop children's interpersonal and collaborative skills. We want them to have frequent opportunities to work together and learn from each other in pairs and groups. This will mean that children will have opportunities to work in ability groups as well as mixed ability groups.
- We want all children to be and feel included. This means we take their individual learning needs into account and ensure that each child is supported to be successful in each lesson.
- We offer a suitable range of resources to support children's learning. This includes visual (images/ video clips), auditory and kinesthetic (hands-on/ practical) resources.
- We want our children to be excited by learning, and will try to find ways of teaching them that acknowledge their interests.
- We aim to place learning in a real life context where possible, giving children a real purpose to learn, makes learning more relevant to them and encourages them to try their best. This means we will often take our children on trips.
- We aim to teach children in a cross- curricular way, enabling them to apply skills in different contexts and make links and connections between areas of learning. This also enables us to place learning in a (real-life) context.
- We want our children to be active learners, so we make our teaching interactive and encourage children to ask and answer questions and challenge themselves and others.
- We want our children to be reflective learners, so we give them lots of feedback, both verbally and through our marking. We aim to involve children in self and peer assessment too.
- We want to make full use of the local resources Snaresbrook, LB of Redbridge and London has to offer, such as museums, music venues, parks and rivers.
- We want our children to develop an appreciation for The Arts. We encourage them to take part in musical and artistic activities, as part of the curriculum, as well as offering them extra- curricular opportunities. This may involve children missing some regular lessons to take part in additional activities.
- We want our children to develop a love for sports. We will enable them
- To take part in sporting events and competitions, as part of the regular curriculum, as well as extra-curricular activities. This may involve children missing some regular lessons to take part in additional activities.

Ethos and Values

- Health, Well-Being and Learning are at the Heart of our Happy School
- Excellence in teaching and learning
- Inclusivity and diversity
- Nurturing each child to achieve their best

At Snaresbrook Primary children are at the heart of everything we do. We want all our children to enjoy school, develop their knowledge, skills, talents and potential within a caring, nurturing environment. We want to learn together, grow together and celebrate each other's achievements. In short, we seek to be a community where everyone's uniqueness is valued and recognised. Learning takes place in and outside the 'classroom'. The school is well resourced and has extensive outdoor areas.

Curriculum

The curriculum we offer is rich, balanced and relevant to our children.

At Snaresbrook Primary School our curriculum consists of a number of exciting learning opportunities and activities that meet the requirements of the National Curriculum. It also focuses on our children as we believe they are the centre of all learning. In addition we offer yearly extended outdoor learning experiences to develop self-esteem and life skills.

We follow a 'Creative Curriculum' approach and where possible try to link topics across the subjects. We have worked to update our Curriculum Maps (see below) to reflect the content of the National Curriculum as well as to challenge our children in their learning. We have provided in house training to staff who have worked within year groups, phases and with subject leaders to develop their understanding of the requirements of the National Curriculum.

The National Curriculum in England sets out the knowledge and skills to be taught in all state funded schools. It states that all state schools must offer a curriculum which is balanced and which promotes the spiritual, moral, cultural, mental and physical development of children at the school and society and prepares them for the opportunities, responsibilities and experiences of later life.

This statement sets out the principles underpinning the curriculum and reflects the school's commitment to developing all aspects of our children's lives.

1. We aim to inspire and develop curiosity within our children so that they become independent learners with a real passion for learning.
2. We aim to encourage children to be respectful of the diverse cultures and become positive members of the local community.
3. We aim to prepare children with the skills for the opportunities, responsibilities and experiences in later life in Modern Britain.
4. We aim to support our children in becoming 'aspirational' and reaching their full potential.
5. We aim to develop an awareness, appreciation and commitment to the local area through our community projects, trips and links to local services and charities.

Joining Our School

We are looking for a creative and enthusiastic Teacher to join our friendly school.

We offer a caring and friendly school with happy and motivated children and a supportive and dedicated team of colleagues where all staff members are valued for the different contributions they bring. We are looking for a teacher with the ability to inspire, enthuse and enable all pupils to make progress through creative learning experiences and be willing to support the ethos of Snaresbrook Primary school.

Our Commitment to Staff

We are committed to nurturing and developing staff at Snaresbrook Primary School. We are an equal opportunities employer and welcome applicants from varied backgrounds to work in our learning community. We provide a bespoke training program and provide access to high quality CPD courses. In addition, our staff supervision program is focused on enabling each individual member of staff to thrive. We are a growing school where there are frequent opportunities for additional responsibilities, gaining experience and developing new initiatives.

Our Commitment to Safer Recruitment

We are committed to safeguarding and protecting children and we expect all staff and volunteers to share this commitment. This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Nondisclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily disbar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Person Specification

We are looking for a creative and enthusiastic Teacher to join our friendly school.

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We are committed to the safe-guarding and welfare of all children, and this appointment will be subject to satisfactory references and enhanced DBS check.

	Essential	Desirable
QUALIFICATIONS		
Qualified teacher status	E	
Other professional qualifications relevant to teaching		D
Successful teaching in appropriate KS	E	
EXPERIENCE		
<ul style="list-style-type: none"> Experience of working with children in a variety of contexts 		D
<ul style="list-style-type: none"> Experience in leading and managing staff 		D
<ul style="list-style-type: none"> Experience of teaching in opposite KS 		D
APTITUDE & SKILLS		
Ability to: <ul style="list-style-type: none"> communicate at all levels with children, staff and parents 	E	
<ul style="list-style-type: none"> organise the classroom effectively and create a stimulating learning environment 	E	
<ul style="list-style-type: none"> achieve high standards 	E	
<ul style="list-style-type: none"> encourage and maintain good standards of behaviour and discipline 	E	
<ul style="list-style-type: none"> demonstrate a clear awareness and understanding of current educational issues 	E	
<ul style="list-style-type: none"> Expertise in one or more of the following: ICT, Maths, Science, PE 		D
PERSONAL QUALITIES		
<ul style="list-style-type: none"> Energy, enthusiasm and a sense of humour 	E	
<ul style="list-style-type: none"> Personal presence and confidence 	E	
<ul style="list-style-type: none"> Warmth and sensitivity to children and adults 	E	
<ul style="list-style-type: none"> Flexibility and commitment to teamwork 	E	
<ul style="list-style-type: none"> Imagination, initiative and a positive attitude to change 	E	
<ul style="list-style-type: none"> Ability to work within the ethos of the school 	E	
<ul style="list-style-type: none"> Professional attitude, loyalty and strength of character 	E	

EQUALITY AND DIVERSITY

We are committed to and champion equality and diversity in all aspects of employment with the London Borough of Redbridge. All employees are expected to understand and promote equality and diversity in the course of their work.

Job Description: Class Teacher

You are required to carry out the duties of a schoolteacher as set out in the School Teachers' Pay and Conditions Act and meet the Teacher Standards 2015

Generic Responsibilities

- To demonstrate good quality teaching and have knowledge of the main strategies for improving and sustaining high standards of teaching and learning.
- To aim to consistently teach good or better lessons.
- To participate in appropriate induction procedures.
- To communicate and liaise effectively with pupils, parents, governors and external agencies.
- To take responsibility for own professional development.
- To inform decision making by research and appropriate consultation.
- To liaise with other subject leaders / Instructional Leaders and Senior Leadership Team in professional duties.
- To know National Curriculum requirements and assessing, recording and reporting requirements.
- To ensure coverage of all relevant National Curriculum programmes of study through structured lessons.
- To ensure effective organisation and management of the classroom.
- To act as point of reference in school for relevant matters.
- To adhere to appropriate systems in place for assessment and target setting.
- To identify targets for pupils achievement and evaluate progress and achievement.
- To interpret data and interrogate data to identify groups needing support.
- To convey findings appropriately and inform planning.
- To seek guidance on appropriate teaching strategies for identified pupils.
- To work with SENCO and others to ensure appropriate IEPs prepared.
- To report regularly and appropriately to senior staff about pupil progress.
- To identify underachievement and raise concerns.
- To plan the curriculum according to school guidance and procedures.
- To monitor and evaluate targets.
- To observe and demonstrate effective practice through demonstration lessons and shared planning.
- In discussion and through audit to identify development needs.
- To adhere to Health & Safety guidelines.
- To adhere to all school policies and procedures for the management children.
- To ensure that a broad and balanced curriculum is taught to all pupils.
- To understand the purpose, structure and balance of the National Curriculum and to keep abreast of current thinking in Primary education.

- To ensure every pupil is challenged in order to demonstrate the highest quality learning and achievement.
- To mark and monitor pupils' work in line with agreed policy.
- To create and promote positive strategies for developing good race relations and ensuring equality of opportunity for all.
- To effectively manage the deployment of support staff to maximize the impact on pupil learning.
- To know how to use ICT in subject teaching.
- To plan opportunities for pupils' spiritual, moral, social and cultural development.
- To provide pastoral support to pupils.
- To have high expectations of pupils' behaviour and follow the school's policy
- To establish and maintain effective relationships with all teaching, support staff, parents and pupils.
- To set a good example to pupils in their presentation and professional and personal conduct.
- To establish and maintain a safe and stimulating learning environment.
- To report progress to parents as appropriate at consultation evenings and in written reports at the end of each academic year.
- To lead collective worship when appropriate.

Specific Responsibilities

These are intended to be a guide to the range and level of work expected of the teacher. It is not an exhaustive list of all tasks that may fall to the employee. S/he will be expected to carry out such other reasonable duties, which may be required from time to time.

This job description may be amended at any time after discussion with you but will be reviewed annually during the academic year and appropriate changes made if necessary

LONDON BOROUGH OF REDBRIDGE TEACHING APPOINTMENTS

The recruitment procedure General Guidance

Redbridge schools use the standard application form to appoint teachers for all levels. It is used as the basis of the employment contract and includes signed declarations and disclosures.

The application form, together with your supporting statement, are used to shortlist applicants. Please complete, returning the application form and supporting statement to meet any given closing dates.

Completing the Teacher Application Form

- This is a general purpose form used for all levels of teaching appointment in Redbridge, up to and including Headteacher. Some areas may not be relevant to your application.

- Complete all sections as fully as possible, marking as 'Not Applicable' rather than leaving spaces.
- Use the Letter of Application/Supporting Statement to make an impact. Consider the format and structure of the statement. Be succinct (no more than two sides of A4).
- Use continuation sheets where relevant, which can be emailed as separate PDF documents with the application form. Mark clearly any section numbers to identify your continuation sheets.

Guidance on the Sections of the Application Form

(The numbers below refer to the section numbers of the application form)

1. Please use any post reference numbers or job titles given in the recruitment information. If this is a General application (i.e. not for a specific advertised post) please specify the role for which you are applying, e.g. NQT, Key Stage 2 Teacher, Secondary Art & Design, etc.

2. Students should provide a contact (temporary) address during term time, as there is often the need to contact you at short notice. All applicants should include mobile telephone numbers and e-mail addresses if possible. Kelvin Wilson Recruitment Procedure

3. a) All secondary level qualifications, with grades, should be provided. b) Include all Higher Education Qualifications studied up to post-graduate work. Specify the title of the qualification (e.g. B.A Joint Honours in History/French). c) First degrees including QTS should be detailed within the Initial Teacher Training Section. PGCE or other qualifications should also be included in this Section. Please provide grades where requested. If you are awaiting results please indicate. You may use the letter of application/supporting statement to comment further upon these qualifications. Use the 'Courses attended in the last 5 years' (Section 9) to record any courses or further formal/accredited qualifications and Section 10 for other special interests, voluntary work or special skills you may have developed.

4. Please be specific about your current employment, particularly the starting and leaving dates.

5. If you are currently undertaking teacher training please list your teacher placement schools indicating that the 'post held' is a teaching practice.

6. Include relevant periods of paid employment apart from teaching. You may have developed some useful classroom skills.

7. Mention relevant courses and whether they resulted in formal qualifications. Students could mention any participation in school based inset during placements or additional courses such as First Aid or sports qualifications ensuring relevance to the post.

8. Include creative, cultural, sporting and voluntary interests as appropriate.

9. See following section on Letter of Application or Supporting Statement.

10. This Section is intended for any further relevant information.

11. References are requested as soon as General Applications are being considered. Please gain the potential referees' permission before including their details on this form. It is usual for your current employer to be the first referee. Students must give their course tutor as the first referee and a contact in a teaching practice school as their second referee. References are only requested by email.

Letter of Application/Supporting Statement This is the opportunity to describe how you match up to the job requirements. They will obviously vary from individual to individual and post to post – but the following general points should be considered.

- Begin and end with impact!
- Explain why you are applying. What attracts you and motivates you to make this application? Can you relate to the area/school or do you have experience of similar schools and pupils?
- Use the main part of the statement to link your skills, experience and achievements with the job requirements. Include any information on interests and voluntary experience if relevant. Use the structure of the job description/person specification if applicable, or you could use the teaching standards as headings.
- Be specific about your achievements and your strengths. Specify particular examination courses/boards and/or subjects/topics you have taught. Avoid vague and generalised comments. Jargon and buzzwords can become hackneyed through over use – so use your own words! Show how the school would benefit from you.

Interview Arrangements

The Headteacher, working with the Governing Body of the school, will make appointments to teaching posts. The school Governing Body are the “designated body” responsible for organising their own selection and recruitment procedures. Shortlisted candidates will be invited for interview by email or telephone. If there are any specific selection requirements (such as a presentation or sample lesson), you will be informed at the time of invitation to interview. With teaching positions, it is usual for the verbal offer of employment to be made either on the interview day or very soon after. A verbal acceptance of a post is the start of your legal employment contract, so you will need to be prepared to accept this offer. If you find during the selection process that you are not interested in the position you should withdraw from the process. A written offer outlining the main details of employment will confirm the details of the appointment and this is followed later with the full contract of employment, which is signed and returned by you.

For more information about our school and all of the exciting things happening at Snaresbrook Primary School please take the time to look at our website <http://www.snaresbrook.redbridge.dbprimary.com/redbridge/primary/snaresbrook> or follow us on Twitter @snaresbrookpri

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