

BRUNSWICK PARK PRIMARY SCHOOL

Learning for living through respect, support & challenge



Class Teacher

Application Pack



Welcome from the Headteacher

Dear Applicant

Thank you for your interest in the recently advertised Class Teacher posts and in Brunswick Park Primary School. We need great teachers, whatever your career stage and experience. I hope that by reading this pack you gain a valuable insight into life at the school and into the lives of those who teach, work and learn here. If you have any questions about the posts or the school, please do not hesitate to contact me.

I think visits are very helpful if you are trying to make up your mind about whether or not to apply to a school, so please feel welcome to come and look around. Our children believe that where you start should not affect where you finish. They are our most valuable resource and keep us focused and driven to provide the very best in all circumstances. The school is facing the challenges of moving swiftly from RI to Good with optimism and commitment and has already made great strides.

We understand fully all we have to do and we need teachers who share our commitment to make this happen. This could be you. Brunswick Park has an inclusive, values based ethos and has a Resource Base for children with autistic spectrum condition (ASC). Staff are committed to inclusive education and value the school's diversity. We have a dedicated school staff and we are growing our leadership capacity. If you join our team we will ensure that you are supported with ongoing professional development to equip you well for your future career and for the future of Brunswick Park.

Our school is located in an Edwardian building in Camberwell with excellent transport links – 20 minutes by bus from Waterloo and 15 from the Elephant and Castle. We have a purpose built Sports Hall and Dining Hall and parking is available on site. Most classes are small, with a maximum size of 25 pupils. We have access to a community garden and are a very short walk from Burgess Park.

The immediate area is undergoing regeneration and many new homes are being built and refurbished, enabling Brunswick to continue to grow and develop.

Our teachers receive comprehensive induction, an iPad, access to the WorkLife Support Wellbeing Programme and a variety of retention incentives. We recognise the demanding nature of teaching today, but the successful candidates will enjoy a supportive and welcoming staff team and an energetic and driven governing body.

To understand the ethos, vibrancy and unique opportunities available at our school, a visit is highly recommended.

Please make an appointment by contacting the School on Tel: 020 7525 9033 email: businessmanager@brunswickpark.southwark.sch.uk to experience at first-hand what makes our school so special to us.

Best wishes



Susannah Bellingham
Head Teacher



About Our School

Brunswick Park is a two and a half form entry school, run as a three-form entry school in Camberwell, Southwark. Each September, the school is able to admit 75 children into three Reception classes. Whilst regeneration in the local area continues we are managing the short-term changes to our pupil numbers flexibly, ensuring that teachers are supported well to meet their pupils' needs. We also have a purpose built nursery that in September 2017 will become part of our EYFS Unit to tailor even more precisely our provision for our youngest children.

Brunswick Park is an inclusive school. We welcome children with special educational needs (SEND) as part of our community and aim to ensure that all children have an equal opportunity to engage in the curriculum. The needs of children are identified and assessed as early as possible. We are committed to a multi-disciplinary approach to meeting the needs of pupils with SEND, and we work closely with parents and carers, valuing their views and contributions and keeping them fully involved in their children's education.



Resource Base

The Resource Base is a resource for children with autistic spectrum condition (ASC) and has been open since 2005. Lead by our Resource Base and ASC Provision Lead it offers specialist provision and support in a variety of settings in school. Pupils work within their classrooms as much as possible and are well supported by adults who are trained to understand and respond to their needs. To continue to enhance its provision, Brunswick Park has developed links with the Ofsted Outstanding and Autism Accredited Tollgate Primary School in Newham.

The Aims and Vision of Our School

At Brunswick Park Primary School the staff and governors are fully committed to providing the best educational opportunities for all of the children.

We aim to:

- Raise each child's level of achievement by providing a high quality education based on the Foundation Stage and the National Curriculum
- Provide a positive and enjoyable environment in which a broad and balanced curriculum will develop each child's potential
- Encourage children to work co-operatively and respect each other's values, beliefs and cultures to prepare them for the next stage of their education and for their future lives
- Liaise and work in partnership with the children, parents/carers/guardians, governors, staff, outside agencies and the wider community to ensure equality of opportunity for all pupils and staff.

Children, staff and governors have worked together to explore our core values and beliefs about the role of primary school in the development of young children into young people, ready and prepared for the demands of living well and successfully in society.

Good relationships throughout the school are fundamental to a positive ethos. School is more than lessons; it fosters and encourages challenge, ambition and drive and teaches values such as respect, tolerance, honesty, trust and friendship. At Brunswick Park these values, including hard work, behaving considerately, valuing citizenship and being a good citizen, are at its heart.

These values and beliefs inform our school's vision statement:

“Learning for living through respect, support and challenge in an optimistic, forward-thinking environment based on effective teamwork to give the children the best life chances possible.”

We believe that every child can do amazing things and that it is our job to help make this potential a reality. With an outstanding education, children have the freedom to choose their own futures. At Brunswick Park we offer a relevant, exciting, broad and balanced curriculum through which children are encouraged to be independent thinkers and to make informed, responsible choices about their learning. Learning is supported and enriched through a wide range of experiences including visitors to the school, residential trips, historical, scientific and geographical visits, music, sport and the performing arts. We consider the skills of communication, mathematics and English to be fundamental to our learning and we work hard to continue improving our standards and achievements.



Pupil Profile

Our diversity is a real strength and we use it for the positive. Staff work hard to develop the whole child in a safe and friendly environment.

Pupil Profile Table

| Total number of pupils on roll (all ages) | 460 |
|---|-------|
| Percentage of boys on roll | 52.9% |
| Percentage of girls on roll | 47.1% |
| Percentage of pupils with SEN statement/ EHCP or on School Action Plus | 29.4% |
| Percentage of pupils with English not as first language | 59.8% |
| Percentage of pupils eligible for free school meals | 26.6% |
| Percentage of pupils eligible for FSM at any time during the past 6 years | 30.5% |

Job Description

| | |
|-----------------|--|
| The role: | Class Teacher |
| Accountable to: | Head Teacher |
| Salary: | MPS/UPS (area of responsibility to be negotiated where applicable) |

The appointment of a Pre-UPR Teacher is subject to QTS status and the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (STCPD) and other current legislation.

This job description may be amended at any time following discussion between the Head Teacher and the member of staff, and will be reviewed annually as part of the appraisal process.

This job description includes references to:

- The School Improvement Plan
- Professional Standards for Teachers
- Teacher Appraisal
- Ofsted's School Inspection Framework

Part 1: Recruitment

General description of the post

The holder of this post is expected to carry out the professional duties of a pre-UPR or UPR teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Head Teacher. The post-holder is required to fully support the vision, ethos and policies of the school.

Values and behaviour

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.

Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

School Improvement Plan Priorities

1. Further improving outcomes for all children, including vulnerable groups, ensuring all are achieving to the very best of their ability.
2. Raise achievement by continuing to improve the quality of teaching so that it is consistently good or better across the school.
3. Increase the effectiveness of leadership and management at all levels.

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
2. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;

3. showing tolerance of and respect for the rights of others and not undermining fundamental British values, including:

- democracy, the rule of law, individual liberty and mutual respect, and
- tolerance of those with different faiths and beliefs;

4. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Responsibilities

The post-holder is accountable to their line manager in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

All appointments made, are conditional on the most recent appraisal assessment.

Duties

1. Making a distinctive contribution to raising standards across the school.
2. Supporting and helping colleagues to improve effectiveness.

3. Setting clear and challenging targets that build on prior attainment for each pupil.

4. Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.

5. Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.

6. Setting, tracking, evaluating and reporting on progress towards individual pupil targets.

7. Devising and implementing targeted interventions that enable students to reach and exceed their targets.

8. Acting as a role model for staff for high quality teaching and learning.

9. Using own class and practice as an example of outstanding teaching and learning.

10. Ensuring continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development plan.

11. Developing plans that identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the School Improvement Plan.

12. Helping colleagues to create a stimulating learning environment for teaching and learning.

13. Ensuring that teachers are aware of the implications of equality of opportunity.

14. Providing regular coaching and mentoring for less experienced teachers.
15. Promoting team commitment with colleagues through collaborative planning.
16. Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
17. Ensuring that the Head Teacher, SLT and governors are well informed about policies, plans, priorities and targets that these are properly incorporated into the School Improvement Plan.
18. Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.
19. Securing and maintaining good working relationships with colleagues.
20. Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the School.
21. Collecting, analysing and reporting on pupils' views of their subject area.
22. Developing effective links with the local community including parents, business and industry.

Part 2: Assessment of Performance

Assessment and Performance of this Job Description is available to download from our website:

www.brunswickparkprimary.co.uk

This job description may be amended at any time following discussion between the Head Teacher and member of staff, and will be reviewed annually as part of the teacher appraisal process.

Person specification

This person specification is related to the requirements of the post as determined by the job description. Shortlisting is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

Measured by:

A Application **I** Interview **R** Reference

| | | A | I | R |
|--|--|---|---|---|
| Qualifications | | | | |
| 1 | Qualified teacher status | ✓ | | |
| 2 | Commitment to and evidence of on-going professional development | ✓ | | |
| Experience | | | | |
| 3 | Suitable for teachers with experience across the primary age range | ✓ | | |
| 4 | Suitable for teachers with experience of successfully leading a subject area | ✓ | ✓ | ✓ |
| Skills, Knowledge and Abilities | | | | |
| 6 | Successful teaching or teaching practice at primary level, with a commitment to high quality teaching and a willingness to share good practice | ✓ | ✓ | ✓ |
| 7 | An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child | ✓ | ✓ | ✓ |
| 8 | An ability to successfully organise the curriculum for a class of mixed abilities, aptitudes and educational needs, through planning, preparation, monitoring and assessment | ✓ | ✓ | ✓ |
| 9 | An ability to undertake monitoring and evaluation and use the outcomes to plan for improvement | ✓ | ✓ | ✓ |
| 10 | A good general knowledge of the requirements of the National Curriculum and learning strategies for children of all abilities | ✓ | ✓ | ✓ |
| 11 | A commitment to excellence and the maximising of academic and personal achievement for all pupils | | | ✓ |

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| 12 | Good organisational skills to create and maintain a stimulating and attractive learning environment | ✓ | ✓ | ✓ |
| 13 | Knowledge and understanding of effective record keeping and its use to promote the educational and personal development of all children within the school | ✓ | ✓ | |
| 14 | Excellent ICT skills in order to support the learning of pupils | ✓ | ✓ | ✓ |
| 15 | The ability to deal with children with warmth, care and understanding and yet set clear and appropriate boundaries for behaviour | ✓ | ✓ | ✓ |
| 16 | Excellent interpersonal skills, with the ability to work as member of a team and develop and maintain good relationships with all members of the school community | ✓ | ✓ | ✓ |
| 17 | The ability to communicate clearly both orally and in writing with pupils, parents and colleagues | ✓ | ✓ | ✓ |
| 18 | Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process | ✓ | ✓ | |
| 19 | A commitment to safeguarding and promoting the welfare of children, with an ability to ensure that each child's identity is respected, maintained and enhanced and that stereotypes are challenged in a sensitive way | ✓ | ✓ | |
| 20 | An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in your care | | ✓ | |

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. These posts are subject to an enhanced DBS check.

How to apply

If you decide to make an application, please look carefully at the Job Description and Person Specification.

Your supporting statement should be no longer than 3 sides of A4 and should be tailored to demonstrate your suitability for this post.

CVs will not be accepted and interviews will be offered to those applicants best demonstrating how their skills, abilities and experience match the person specification and can demonstrate and evidence their commitment to our school.

Key Dates

Closing date:

We recruit on a rolling basis for this role

Visits to the school:

By arrangement, please contact Dena Dada as below

Any Questions?

If you would like an informal discussion about any aspects of this job opportunity, please contact Dena Dada, School Business Manager in the first instance, on

Tel: 020 7525 9033

Email:

vdavidson6.210@lgflmail.org

Applying

If you decide to apply for this post please return your completed application form to:
vdavidson6.210@lgflmail.org



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Location

Brunswick Park Primary School

Picton Street

Camberwell

London SE57QH

Tel: 020 7525 9033

By bus:

The school is served by many bus routes. From Elephant and Castle Station: 35, 40, 45, 68, 148, 171, 176, 468

By train:

The school is a short bus journey from Elephant and Castle, Kennington or Oval stations. It is 10 minutes' walk from Denmark Hill Rail Station.

