

Recruitment Job Pack

ASD EYFS Classroom Teacher

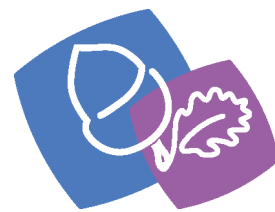


Netley Primary School & Centre for Autism



You will find the following in this pack:

- Page 2: Letter from Head of School
- Page 3: Job Description
- Page 6: Person Specification
- Page 7: Selection Process
- Page 8: Application Form



NETLEY
PRIMARY SCHOOL
AND CENTRE FOR AUTISM

Netley Campus, 74 Stanhope Street, London NW1 3EX Tel: 020 3772 0350

email: admin@netley.camden.sch.uk www.netley.camden.sch.uk

Executive Headteacher: John Hayes

Head of School: Gareth Morris

25th May 2023

Dear Applicant,

Thank you for showing an interest in our school. We are looking for a passionate teacher to join our happy and hardworking staff team at Netley Primary School and Centre for Autism.

The post is to support across EYFS in planning and delivering intervention lessons for ASD children in the mainstream school. The class teacher role will be based in our mainstream, teaching a small class of children, in a specially designed intervention classroom, supported by a team of Child Support Assistants and a Speech and Language Therapist. We are looking to appoint the best from across the Primary range. The successful applicant will take up the post in September 2023. This role is a new, innovative post, and therefore is being offered as a fixed term- 1 year contract, with opportunity to extend, as the post is evaluated throughout the year. Although we envisage this role to continue, as the needs of the pupils and school change, this post may become class based rather than intervention based.

The primary school and Woodlands ASD unit are set in Netley Campus which includes Robson House PRU, Outreach and Language & Communication Team and an Adult Learning Centre. We are a large, culturally and socially diverse school with a strong inclusive ethos, driven by a committed and happy staff. The school is set in Regents Park estate, an area which has one of the highest poverty indices in England. We are very proud to have a centre for children who have Autism and Acorns, our provision for two year olds.

Please refer to the Person Specification when completing the application form, addressing all of the essential criteria. Reference should also be made to any of the desirable criteria if applicable.

- All completed application forms should be emailed to jobs@netley.camden.sch.uk marked '**ASD Class Teacher Application**'. Alternatively you may post or hand-deliver documents to Netley Primary School, 74 Stanhope Street, NW1 3EX, marked '**ASD Class Teacher Application**'.

You are strongly encouraged to visit the school and this can be organised by contacting the school on 020 3772 0350 or by emailing jobs@netley.camden.sch.uk.

Completed application forms must be labelled 'class teacher' and received by **12 noon Thursday 15th June 2023**.

Interviews will take place **Friday 23rd June 2023**.

Yours sincerely

Gareth Morris

Head of School



Job Description

ASD Class Teacher (MPS/UPS+SEN allowance) 1 year fixed term contract (with opportunity to extend)

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

This job description may be amended at any time following discussion between the Head of School and member of staff, and will be reviewed annually.

Line Manager: SENDCo

Job Purpose

The post holder will work in the mainstream school, as part of a team of teachers, child support assistants and external professionals in order to provide an education for the pupils with Autism that is accessible, enriching and aims to equip them with life skills. The teacher will be committed to the vision for Netley, as a centre of excellence for children with Autism.

Netley Primary School is committed to safeguarding and protecting the welfare of children and staff. The successful candidate will be subject to an enhanced DBS disclosure as well as all safer recruitment checks. We are an equal opportunities employer.

The class teacher will:

- Have high expectations and work collaboratively with colleagues in ensuring a high quality education and provision of care for pupils.
- Fully support the school's vision and ethos, forge professional relationships, subscribe to the school's code of conduct and follow all school policies.
- Have a commitment to safeguarding children

Teaching

Set high expectations which inspire, motivate and challenge pupils

- Establish a purposeful learning environment where pupils feel secure and confident; where diversity, inclusion and equality are valued; where there are opportunities to maximise teaching and learning
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Demonstrate good subject and curriculum knowledge

- To provide teaching strategies that meet the needs of pupils with ASD as well as giving access to a broad and balanced curriculum including the EYFS Birth to 5 and the National Curriculum.

- Have secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English across the curriculum
- Demonstrate a clear understanding of systematic synthetic phonics when teaching early reading
- Demonstrate a clear understanding of appropriate teaching strategies when teaching early mathematics
- To organise outings for children's interest, education and enjoyment and with regard to safety.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired and to develop independent study skills
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- Teach clearly structured lessons which interest and motivate children (pupils' learning abilities taken in to account, learning objectives clearly shared with pupils, interactive work strategies are used, active and independent learning is promoted that enables pupils to think for themselves and plan and manage their own learning)
- Give immediate, constructive feedback which supports pupil learning, to enable pupil reflection and self-evaluation leading to improved learning
- Maintain an attractive, stimulating and well-organised classroom
- Provide oral and written assessments, reports and references relating to the development and learning of individual pupils or groups of pupils as required

Adapt teaching to respond to the strengths and needs of all pupils

1. To work in partnership with the EYFS team, ensuring high quality teaching and interventions are planned and delivered.
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- To ensure that there are effective systems in place to assess pupils' needs which then contribute to subsequent planning, and report progress to the SENDCo regularly.
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- Mark and assess pupils' work, using a range of monitoring and assessment strategies, evaluating pupil progress toward the planned learning objectives

- To work in close partnership with parents, including home visits as part of the child's induction, maintaining close and regular contact as appropriate for the age of the child, holding regular meetings and presenting reports

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- To liaise with other senior staff of the school on the well-being and progress of the children in the class.
- Communicate effectively with parents with regard to pupils' achievements and well-being
- Set challenging learning and teaching objectives for whole class, groups or individuals, relevant to and based on knowledge of learners. These should take account of learning needs and abilities, attainment, expected standards for relevant age phase, range of work relevant to the age phase
- Build and maintain good working relationships with parents or carers
- Keep up-to-date with current educational thinking by attending relevant in-service training and professional development.
- To keep informed of current developments in the field of Autistic Spectrum Disorder.
- Take part in regular performance management
- Take part fully in the corporate life of the school

Personal and professional conduct:

You are 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 you to conduct yourself as a teacher.

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

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- 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
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Have proper and professional regard for the ethos, policies and practices of the school
- Maintain high standards of attendance and punctuality

- Have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.
- At all times to carry out responsibilities/duties with regard to Camden Equal Opportunities and Health and Safety Policies.



PERSON SPECIFICATION:

ASD Class Teacher (MPS/UPS+SEN allowance)

The candidates are required to address the selection criteria in their letter of application.

Candidates must show **evidence** of the following criteria, which will be used as part of the selection procedure:

Category	Essential
Qualification and Experience	• Qualified teacher status. • Successful experience of teaching across the primary age range for a minimum of 2 years • Experience of whole-class teaching in a primary school for a minimum of 2 years and with SEN/ASD children for at least a year in some capacity
	Desirable • Significant teaching experience in an ASD setting • Team Teach trained.
Knowledge and Understanding	• Good knowledge of the EYFS Curriculum and the expected standards of achievement across the primary age range. • Knowledge of current statutory regulations and guidance relating to SEND • Knowledge and understanding of teaching children who are learning English as an additional language and of children with SEND • Knowledge of a range of effective multisensory strategies for engaging and motivating pupils to achieve their full potential • Knowledge of, or skills in using, specialist communication systems e.g. Makaton
	Desirable • Understanding of effective strategies and resources for supporting children with Autism. • Knowledge of Birth to 5 documentation • Good knowledge of the National Curriculum and the expected standards of achievement across the primary age range. • Knowledge of the relevant programmes such as: PECs, Attention Autism, SCERTS, PIVATs, TEACCH and Social Stories.
Skills and Abilities	• Proven track record of good or outstanding teaching • Ability to work effectively as a team member and make a contribution to the overall development of the resource base • Ability to communicate effectively with pupils, staff, parents and the wider community • Ability to work on own initiative, organise personal workload and meet agreed deadlines. • Ability to lead a team of support staff • A commitment to learn and grow professionally. • Ability to build genuine, trusting relationships with pupils. • Ability to use ICT interestingly to motivate pupils i.e. iPads • Ability to use creative approaches to communicate and enhance learning
Personal Qualities	• Committed to the school's values • Is passionate and enthusiastic about developing strategies for improving teaching and learning. • Professional with an excellent attendance and punctuality record • Have a sense of humour.
Equality Policies	• Commitment to implementing the school policies on race, gender, disability and equality both in the curriculum and the school organisation. • Commitment to implementing safeguarding policies for children's safety and wellbeing.

The Selection Process in Detail

Application Deadline

Completed application forms must be received by **12 noon Thursday 15th June 2023.**

To do this:

- Email to: jobs@netley.camden.sch.uk or
- Post/ hand-deliver documents to: Gareth Morris, Netley Primary School, 74 Stanhope Street, NW1 3EX
marked 'ASD Class Teacher Application form'.

Completing Your Application

Candidates are asked to complete all the standard information required on the application form addressing all of the essential criteria on the person specification in turn. Reference should also be made to any of the desirable criteria.

References

Candidates are advised that 2 references will be taken up immediately after shortlisting. Please ensure you include the full names of your referees, the organisation's full name, your referee's email address and contact telephone number. Nb. Headteachers are required to sign /countersign all school/educational establishment references. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

The post will be offered subject to satisfactory completion of pre-employment checks.

Interview Process

In order to make our recruitment process as effective as possible, we will follow the procedure outlined below:

- Shortlist applications against the criteria
- Shortlisted candidates will be asked if we can visit their current setting to observe a lesson (preferred but not essential)
Interviews will take place on Friday 23rd June 2023.
- Shortlisted candidates will be asked to teach a lesson of 30mins at Netley Primary School
- This will be followed by an interview with a panel
- Candidates can bring a portfolio that showcases their achievements to interview

London Borough of Camden

Please complete in type or black ink and refer to guidance notes.

Confidential

Return completed form to:

Gareth Morris, Netley Primary School, 74 Stanhope Street, NW1 3EX or email jobs@netley.camden.sch.uk
Applications to be marked ASD Classroom Teacher

Applicant or employee no :	Job reference no :
Post applied for :	
Where did you see this post advertised:	

PART A PERSONAL DETAILS(use block letters)

Last Name:	Home tel. no :
First Name:	Daytime tel. no :
Title:	Mobile phone no :
Current Address :	
Email address :	

Are you applying for this post as a job share?	YES	N O
Do you require a work permit (please refer to guidance notes)?	YES	N O

PART B EMPLOYMENT HISTORY, RELEVANT SKILLS & EXPERIENCE

Please tell us about all jobs, both full and part time, you have had since leaving secondary education, including voluntary or unpaid work. Starting with your most recent include details of leaving reasons and periods when you did not work. Continue on a separate sheet if necessary.

Name and address of present or most recent employer :	
Job Title :	Basic Salary:
Basic salary :	
Date started :	Until: Present
Brief description of duties :	

From: “mmyy”	To: “mmyy”	FT/P T	Employer’s name and address	Job title, brief description of duties and reason for leaving

PART C EDUCATION, QUALIFICATIONS AND TRAINING

Please give brief details of courses attended and examination results.

Secondary, further and professional education and qualifications

Education establishment attended	Date	Examination/Results

Other training courses attended (including short, in-service training)

Course title, level, results (if appropriate)	Date

Membership of professional bodies (including registration numbers)

(Teachers only) DfES no :		(Social Workers only) GSCC registration no :	
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EXPERIENCE/RELEVANT SKILLS/FURTHER INFORMATION

Please state how your experience, skills, abilities and achievements to date would make you a suitable candidate for this post. Include details of any relevant unpaid or voluntary work. Please continue/attach a separate sheet if necessary.

PART D REFERENCES

Personal references will not be accepted.

We will approach your last two employers, or your employers for the last five years (whichever is the longer), for references. Please provide contact details for all referees as required, one of which must be your current employer.

If you have not been employed please give the name of the head of education or training establishment and/or the manager of a voluntary group for whom you have worked.

A referee will normally be approached when/if a conditional offer is made.

Name :	Job Title:
Address :	
Email :	
Telephone no :	Fax No.
Name :	Job Title:
Address :	
Email :	
Telephone no:	Fax No.

PART E RELATIVES/OTHER INTERESTS

Canvassing of Councillors or officers in relation to this appointment will disqualify you.

Are you related to a Councillor/employee of the Council or Governor of the school to which you are applying?	Yes		No	
If yes, please give brief details :				
If appointed, do you have any business and/or financial interests which might conflict with the duties of this post?	Yes		No	
If yes, please give brief details :				
Have you left the employment of the London Borough of Camden in the last two years by reason of redundancy?	Yes		No	

PART F CRIMINAL RECORDS DISCLOSURE

Criminal record disclosure for safeguarding roles with Regulated Activity

The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure by the applicant to the prospective employer and should not be taken into account by the prospective employer during the recruitment process.

Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website: www.gov.uk/government/organisations/disclosure-and-barring-service/series/dbs-filtering-guidance

Before answering the question below you will need to visit the website above, (or contact the DBS on 0870 909 0811), to determine whether or not there are matters you may need to disclose.

Do you appear on a barred list prohibiting you from working with children or vulnerable adults?

Children barred list	Yes		No	
Vulnerable Adults barred list	Yes		No	

Do you have any unspent or spent criminal convictions, cautions, reprimands and final warnings or outstanding criminal charges against you?

Yes - No

Have you ever been known by any other names? If yes, you must complete the full name(s):

Surnames:			
Forenames:			
From:		To:	

NOTE: You will also be asked to give full details of any previous names you have held when you complete a DBS application if you are the successful applicant. This will be in compliance with the [DBS Code of Practice](#).

Withholding criminal record information may lead to the withdrawal of an offer of employment or, if following appointment, to disciplinary action which may result in dismissal.

PART G PREVENTION AND DETECTION OF FRAUD

We have a duty to protect public funds. We may use the information you have provided on this form for the prevention and detection of fraud. We may also share this information with other bodies administering public funds solely for these purposes.

PART H DECLARATION

I declare that the information supplied as part of my application is true and complete, and for any of this information to be checked and verified. I understand that any deliberate omission, falsification or misrepresentation as part of my application may be grounds for rejecting my application or should the discovery occur following appointment, termination of my employment.

Signed:

Date:

London Borough of Camden

The London Borough of Camden is committed to equality and diversity in employment. In order to monitor and ensure the effectiveness of this, all applicants are asked to provide the following information. Any information given will be treated in the strictest confidence, and will be used solely for the purposes of monitoring.

This part of the form will be separated from the rest of your Job Application Form upon receipt and will not be considered as part of the short listing or appointment process.

What is your gender?

Male		Female	
Date of Birth			

Disability:

Under the terms of the Disability Discrimination Act 1995 'a person has a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities'. Individuals with the following conditions can now automatically be classified as having a disability: HIV, cancer, multiple sclerosis, severe disfigurements, certified blindness or partial sightedness.

Do you consider yourself to have a disability as defined above?

Yes		No	
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What is your ethnic group? Please tick (✓)

Our ethnic background describes how we think of ourselves. Ethnic background is not the same as nationality or country of birth. The groups listed below reflect the largest ethnic groups in Camden. You are asked to choose the ethnic group that is closest to how you see yourself and specify a more specific group if you wish.

White:

Albanian (excluding Kosovan)		
Greek or Greek Cypriot		
Kosovan		
Turkish or Turkish Cypriot		
White British		White Irish
Any other White background, please specify:		

Mixed:

White and African	
White and Asian	
White and Caribbean	
Any other Mixed background, please specify:	

Black:

African Congolese		African Nigerian	
African Somalian		Black Caribbean	
Any other African background, please specify:			
Any other Black background, please specify:			

Asian:

Bangladeshi		
Indian		Pakistani
Any other Asian background, please specify:		

Chinese or other ethnic group:

Chinese	
Any other group, please specify:	