

**St. John's Church of England
(Voluntary Aided)
Primary School**



**Teacher
Information Pack
2025**

**Ofsted Outstanding in September 2021
SIAMS Outstanding May 2023**





Contents

1. Welcome letter from our Head Teacher Mrs. Martin
2. Our school vision, values and motto
3. About our school
4. Our School Development Plan
5. Teacher advertisement
6. Our recruitment procedure
7. Teacher Job Description and Person Specification



Summer Term 2025

Teacher from September 2025

Dear Applicant

Welcome, and thank you for your interest in our vacancy for a Teacher here at St. John's where I have been Head Teacher since 2006. We are a friendly, diverse school with a visible Christian distinctiveness and our ethos is key to all we do and achieve; we welcome applicants and pupils from all or no faith. Our vision and values truly reflect where we are and the direction we want to take

We are a two-form entry primary school with high aspirations for our staff and children. We value and invest in professional development and have successful bespoke in-house training and development for our staff. The school was graded Outstanding by Ofsted in all areas again in September 2021 and Excellent in SIAMS in May 2023 and we continue to develop and progress to be leaders in the education field, sharing our successes with other schools.

Our classrooms are well-resourced, our buildings maintained to a high standard and we enjoy spacious grounds.

I am privileged to work with a committed and supportive school community who all invest in our children's learning and development. We have excellent teams of teaching and support staff, a prolific school association and an encouraging and ambitious governing body; all embedded in school life.

I hope that this pack and our website virtual tour gives you a good flavour of our school, although the best way to really get to know us is to come and visit. You will have a warm welcome and I would be delighted to meet you and show you around so that you have all the information needed to help you decide if this is the school for you.

This is a happy school where children are well-behaved, enthusiastic and excited by learning and I very much look forward to meeting you and receiving your application.

Martina Martin
Head Teacher



Our vision, values and school rule

Our Vision

Our vision for the school is

that all may

love learn and flourish

Our Values

We try to live out these **values** in our everyday lives:

peace

compassion

joy & wonder

trust

generosity

Our single School Rule

We only have one **school rule** as we believe that if we follow this rule, we will always do the right thing. Our Golden Rule is to

love one another



About our school

You are encouraged to browse our website where you'll find a wealth of information about us and get a good feel for what we are about. We are all very proud of our school; here are a few highlights.

The original school was housed in an old cottage in 1834. The current Noah building was opened in 1954 when St. John's was a one-form entry school - until September 2016, when we started to expand to two-form entry. We are a popular, oversubscribed school of choice and have ensured that the cherished feeling of 'St. Johns-ness' has not declined while expanding, and that our ethos continues to flourish.

We named our wonderful new building the Ark building: it includes a splendid outdoor area for our reception children, an amazing hand-crafted ark on the stairwell and an upper floor Wheelhouse complete with a ship's wheel. The well-maintained older building is named Noah and is the location of our school hall and dedicated music studio.

Our grounds have a huge and much-valued playing field, two large playgrounds, and a peaceful Spiritual Garden for quiet play and reflection. We have our own 'Olive Branch Café', which is popular with carers and parents before and after school. There is a public park and woodland walk just a few metres away from school and we have links with a local wilderness garden.

As a Church of England Voluntary Aided Primary School, we work in partnership with St. John's Church which is right next door – we even have our own entrance gate in our grounds. The Revd. Lu Gale regularly leads our worship and is a full member of our Governing Body. We also work closely with the Southwark Diocese Board of Education and are proud to have been graded Excellent in all areas in our last Statutory Inspection of Anglican and Methodist Schools (SIAMS); we also achieved the Gold Quality Mark for RE in 2015 and again in 2019.

Our Governing Body is very much a part of the school, and our governors reflect the skills and expertise needed to lead and support us, with all governors engaging in relevant training and development. Our governors are not only spotted in our school regularly but also support other schools' governing bodies. We have a good balance of external, parent and staff governors who reflect our school community and we are fortunate that our parent governor elections usually have several candidates. As a VA school, the Governing Body is the employer.

Our children participate in a wide variety of popular and successful clubs and groups, including music, chess and sports, much of which is provided internally; we have a Breakfast Club and after school provision; and, as part of our Staff Wellness programme, we have held weekly fitness classes for staff here at school plus access to join the local Trinity Sports Club at reduced rates.

The St. John's School Association (SJSA) is thriving, and contributes tremendously to school life financially and socially, with numerous successful events throughout the year.

Our most recent Ofsted Inspection in September 2021 resulted in us being graded Outstanding in all areas again. This was the result of a hardworking and dedicated school community, all of whom were thrilled and proud to be formally graded Outstanding. A few quotes:

- *Everyone at St John's is kind and respectful.*
- *Staff really care about and are extremely ambitious for their pupils.*
- *Pupils make excellent progress through the curriculum.*
- *Early reading is a strength of the school.*
- *Behaviour is exceptional.*

The full Ofsted report is on our website, so please do have a look (under 'About').



Our School Development Plan

Our School Development Plan is monitored and RAG rated by our committees, with a termly overview by the full Governing Body (FGB) who also have annual objectives.

Our distinctiveness

Our main success criteria is that our vision is clear and known by all our community. We are ensuring that the global and multicultural nature of Christianity as a world faith is celebrated and that our website presents a clear Christian message. We develop our children to be courageous advocates for local, national and global deprivation and provide our children with opportunities for their own spiritual development.

Our Governing Body Committees

Each autumn, committees suggest areas of development to the GB for ratification. In addition to the few examples of our current objectives below, our governing body is committed supporting staff and pupil wellbeing, achieving value for money and making decisions that enable staff and pupils to love, learn and flourish in our school.

These are some examples of past or present Governing Body objectives:

Policy & Finance Committee: to provide governors with a wide selection of training and development opportunities; and increase governor presence on the website and across the school community.

Personnel: to ensure we keep Equalities, Diversity and Inclusion to the forefront of all Personnel policies and procedures; and produce a Wellbeing Toolkit for staff.

Ethos: to ensure the distinctiveness and effectiveness of St John's as a church school is maintained and actively developed and that the Christian Vision and Values are lived out in all areas of school community life.

Premises: to ensure sustainability for the whole school site and to refurbish the demountable to the standard of the main building, prolonging its life.

Curriculum & Standards: to support and monitor progress of increased SEND knowledge and provision across the school.

There is a lot more information on our website for you to see.



Our welcoming Octagon Entrance



St. John's CofE (VA) Primary School

Spring Park Road
Shirley, Surrey
CR0 5EL

020 8654 2260

**Class Teacher for KS1 or KS2
ECT or MPS
for September 2025**

Tenable: 1st September 2025

Salary: ECT/MPS

Contract: Full-time, permanent

Visits: please email recruitment@st-johns.croydon.sch.uk with your contact details and availability.

We are offering an exciting opportunity for you to be part of our excellent teaching team from September and welcome applications from ECTs at the beginning of their teaching careers or those currently on the main pay scale. St John's is a vibrant and happy oversubscribed Outstanding primary school with a distinctive Christian ethos.

St. John's offers:

- Highly motivated and happy children who strive to achieve their best
- A friendly, collaborative, supportive and dedicated team of colleagues
- A well-resourced and innovative learning environment in our spacious well-maintained buildings and grounds
- High quality bespoke opportunities for professional development
- Good public transport links
- Access to a free employee Assistance Programme, including counselling

Are you:

- About to embark on your teaching career and looking for the right first school?
- Looking to develop your career in an encouraging and supportive school?
- A creative and inspirational teacher who has outstanding practice?
- Innovative and passionate about learning and teaching, with a proactive inclusive approach?
- Committed to raising standards and helping all children to achieve their best?

If so, we encourage you to browse our website and watch the virtual tour of the school <https://www.st-johns.croydon.sch.uk/about/take-a-tour/> and then email recruitment@st-johns.croydon.sch.uk to arrange a visit in person or a phonecall to learn more about the job and our school.

If working at our school appeals to you and you have the skills, experience and personality we're looking for, you are encouraged to apply.

Please submit your application as soon as possible as we will be shortlisting and arranging interviews on receipt of applications. Please email any queries to recruitment@st-johns.croydon.sch.uk

An Information Pack, which contains the Job Description, Person Specification and recruitment procedure is available from the school's vacancy page on our website www.st-johns.croydon.sch.uk

CVs or agency enquiries are not accepted.



St John's School is committed to safeguarding and protecting all our children by implementing robust safer recruitment practices. We identify and reject any applicants who are unsuitable to work with children. We will respond to concerns about the suitability of applicants during the recruitment process and about employees and volunteers once they have begun their role here with us. All new staff and volunteers participate in an induction which includes child protection and are signposted to our supporting policies and procedures.

As this role involves working with children, it is exempt from the Rehabilitation of Offenders Act 1974 – this means that you are required to declare any convictions, cautions, reprimands and final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). The amendments to the Exceptions Order state that certain 'spent' convictions and cautions are 'protected' and are therefore not subject to disclosure to employers and cannot be taken into account. References for shortlisted candidates will be sought prior to interview and an Enhanced Disclosure via the DBS will be completed on the successful applicant.

Photographic identification and certificates of all relevant qualifications will need to be provided at the interview stage.

St John's School is committed to positively tackling discrimination in all its forms and works to ensure that all sections of the community have fair and equal access to and experience within employment. We welcome applicants from all backgrounds and communities, in particular those that are currently underrepresented in our workforce; we are respectful of all individuals' race, age, religion, gender identity, sexual orientation, caring responsibilities, disabilities and cultural background.

In line with the UK General Data Protection Regulation (UKGDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) the school is responsible for holding and protecting personal data. The school is required to share some data with the Local Authority and the DFE. For further information on who we share data with please see our website for our Privacy Notices: <http://www.st-johns.croydon.sch.uk/>

Our recruitment process for teachers

Application

For this teaching vacancy please submit your application as soon as possible as we will be shortlisting and arranging interviews on receipt of applications.

Candidates should read the job description and person specification carefully and then complete the application form available from our website. CVs are not admissible and will not be read by the short-listing panel.

The overall quality of each application will also be assessed as part of the shortlisting process. Please read the application guidance below, ensuring you set out clearly **how** you meet the criteria in the person specification in your personal statement, as these are the defined criteria the short-listing panel will use to assess each application. Naming and numbering your paragraphs would assist the shortlisting panel, who will take into account that this role encompasses a number of different areas and therefore applicants may not have experience in all areas.

Applicants must ensure that the information provided on the application form is correct. By submitting the application form electronically, you are assumed to be declaring this. Please note that if you provide false information or deliberately omit any relevant details, your application will be withdrawn from the recruitment process. You will be asked to sign the form at interview if you are shortlisted.

Applications must be completed electronically and submitted by email to the address on the School's application form.

Application Short-listing

Short-listed candidates will be contacted directly. Applicants not short-listed will be informed by email. The data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed.

Shortlisted candidates

Shortlisted candidates will be invited for assessment and interview. References will usually be sought prior to interview.

Please note: All candidates are asked to bring original certificates of qualification relating to the post to interview, together with identification that confirms they have the right to live and work in the UK.

Outcome and feedback

The successful candidate will be made a verbal offer as soon as possible. Unsuccessful candidates will be informed as soon as possible and offered an opportunity for feedback.

Pre-employment Checks

All offers of employment are conditional upon receipt of satisfactory references, medical clearance, evidence of any essential qualifications and a Disclosure & Barring Service Check. As this role involves working with children, it is exempt from the Rehabilitation of Offenders Act 1974 – this means that you are required to declare any convictions, cautions, reprimands and final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). The amendments to the Exceptions Order state that certain 'spent' convictions and cautions are 'protected' and are therefore not subject to disclosure to employers and cannot be taken into account.

Verbal offers of employment will be confirmed in writing once all pre-employment checks have been carried out; that application form will be retained on the personnel file.



Class Teacher Job Description

RESPONSIBILITIES

To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions document and Teachers' Standards, having due regard to the requirements of the National Curriculum and LA and school policies.

To make sure children are safe, secure, cared for, learning, and successful and parents/carers are happy with the school.

DUTIES

Knowledge and understanding:

- Have a detailed knowledge of the relevant aspects of the Early Years Foundation Stage, National Curriculum and other statutory requirements.
- Understand progression in all subjects and how to enable pupil progress to happen.
- Cope securely with subject-related questions that pupils raise and know about pupils' common misconceptions and mistakes in their subjects.
- Know the local and national arrangements concerning the safeguarding of children and young people and ensure that the Child Protection Policy is known, understood and adhered to in full.
- Foster the ethos of the school, attending and participating in Collective Worship and other celebrations.

Planning and setting expectations:

- Ensure short, medium and long term planning (for indoors and if appropriate outdoor) is inline with agreed school practices so that lessons are matched to pupils needs.
- Identify clear teaching objectives, success criteria, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught, within the framework of policies relevant to the school.
- Set varied, engaging, appropriate and demanding expectations for pupils' learning and motivation.
- Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs and provide positive and targeted support (with support from the Inclusion Manager if required).
- Ensure the working practices and procedures are followed in accordance with the policy for Learning and Teaching and that they promote equal opportunities for all.
- Participate in the development of the whole school curriculum planning.

Teaching and managing pupil learning:

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods that keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a high standard of discipline through well-focused teaching and positive and productive relationships.
- Ensure the organisation of the classroom (and outside area if appropriate) provides a stimulus for learning.
- Provide high quality blended learning when required

Assessment and evaluation:

- Undertake continuous teacher assessment and moderation, which is used to inform planning.
- Feedback to pupils constructively including when children are learning remotely.
- Regularly mark and monitor pupils' class and homework, providing constructive oral and written feedback, setting targets for pupils' progress.



- Aim for continuity and progression for all pupils using a wide range of available data and assessments, including assessment for learning, so that progress is inline with school expectations.

Pupil Achievement:

- Use data effectively to identify pupils who are underachieving or making less than good progress and create and implement effective plans of action to support those pupils.
- Follow school's arrangements for SEN Code of Practice, to ensure progress and achievement for all.

Involvement in the wider school

- Ensure effective liaison takes place within the school community and with other professionals.
- Contribute to whole school activities and management, including the School Development Plan and School Self Evaluation.
- Consistently implement procedures as stated in the Staff Handbook including behaviour and safeguarding children, both in the classroom and throughout the school.
- Oversee an area of the curriculum and/or responsibility and lead this throughout the school (not for ECTs).

Relations with parents and wider community:

- Be in 'loco parentis', taking overall responsibility for the education, welfare, health and safety of the children in our care. This is to include carrying out risk assessments as appropriate e.g. for visits.
- Welcome and promote parental interest and understanding through regular formal and informal meetings.
- Know how to prepare and present accurate, informative reports to parents.
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples.
- Understand the need to liaise with agencies responsible for pupils' welfare.
- Lead collective worship and assemblies occasionally.

Managing own performance and development:

- Understand the need to take responsibility for own professional development and to keep up to date with research and developments in the subjects they teach or coordinate.
- Participate in and make best use of Appraisal or NQT induction and the schools CPD programme.
- Understand professional responsibilities in relation to school policies and practices.
- Set a good example to pupils through the modeling of high standards, presentation and conduct.
- Evaluate own teaching critically and use this to improve their effectiveness.
- Demonstrate confidentiality.

Managing and developing staff and other adults:

- Establish and maintain effective working relationships with professional colleagues, including support staff.

Managing resources:

- Ensure the organisation of the classroom (and Outdoor Learning Environment if appropriate) provides a stimulus for learning
- Select and make good use of books, ICT and other learning resources that enable learning and teaching objectives to be met.
- Ensure all resources are fully utilised, shared appropriately, used prudently, kept in good condition and returned after use.

A class teacher will also be required to undertake any other reasonable duties assigned by the Headteacher, as the need arises.



Class Teacher Person Specification

<u>Experience Qualifications</u>	Degree and QTS, qualified to teach in a primary school.
<u>Knowledge, Skills and Attitude</u>	Successful experience of working with relevant aged pupils.
	In-depth knowledge and understanding of current educational thinking about the curriculum and government initiatives including the National Curriculum.
	Good knowledge and understanding of how children learn and the ability to plan for all stages of children's development.
	Commitment to highest possible standards for all.
	Understanding of inclusion and commitment and belief in equality of opportunity and success for all.
	Proven commitment to professional development and self evaluation.
	Ability to plan and deliver a stimulating, appropriate, progressive and challenging curriculum that addresses the varying needs of all pupils.
	Ability to communicate effectively, both orally and in writing with members of the school community and beyond including pupils, parents, other staff, governors and outside agencies.
	Good relationship building skills with all members of the school community including parents and outside agencies.
	Ability to plan, assess and keep records regularly and consistently, within deadlines.
	Ability to use ICT effectively for teaching, learning, assessment and tasks.
	Ability to interpret data and use findings to plan interventions and inform planning.
	Ability to ensure all pupils make good progress and achieve in line with school expectations.
	Ability to provide a good level of challenge for all children including SEN, vulnerable children and the more able, gifted and talented.
	Ability to provide a positive and stimulating learning environment both inside and outside which is well organised and promotes equal opportunities.
	An understanding of safeguarding and keeping children safe, from the triggers to the procedures to follow.
<u>Personal Qualities</u>	Have a genuine passion for teaching, children's learning and development.
	Show empathy for the needs and feelings of young children and their families.
	Display a capacity and willingness to work effectively, with energy and enthusiasm.
	Show support of colleagues.
	Have a strong sense of responsibility, resourcefulness and the confidence to show initiative and make good decisions.
	Demonstrate a patient and caring nature with the ability to manage time pressures and keep things in perspective.
	Support of all aspects of school life, willingness and ability to work beyond the normal school day on occasions, for the benefit of the children and community.
<u>Additional Requirements</u>	<p>Sympathy with the aims and ethos of a Church of England, Voluntary Aided school. Being Christian is not a requirement.</p> <p>For experienced teachers: Experience across different key stages and/or leading a subject with impact.</p>