

Cover Teacher Information Pack

September 2021



Foley Road
Claygate
Surrey KT10 0NB
t: 01372 465348
e: office@claygate.surrey.sch.uk

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Dear Candidate,

Thank you for your interest in our Fixed Term Cover Teacher post.

We are seeking to appoint an inspirational and enthusiastic teacher to join our staff team, on a fixed term contract starting as soon as possible until August 2022. We have great support in place for NQTs so we welcome applications from suitable candidates.

In this pack you will find:

- General information about the school
- Job description
- Person specification
- Information about the application process

The closing date for applications is 9am on 8 November, and interviews will be held later that week. If you have not heard from us by the evening of 12 November, please assume that on this occasion you have been unsuccessful in your application. We reserve the right to hold interviews and appoint at an earlier stage if suitable candidates apply so we strongly recommend that you apply early.

We hope this information pack tells you everything you need to know but if you have any questions, please do not hesitate to contact me (head1@claygate.surrey.sch.uk).

I look forward to hearing from you and reading your application. Thank you for the interest you have shown in our school.

Yours faithfully,



Mrs Sandra Cunningham
Head Teacher

Information about Claygate Primary School

Claygate is a popular two-form entry primary school in the NE of Surrey. The school is located on a lovely green site in the centre of Claygate village.

We believe strongly in developing the whole child, and therefore place great emphasis on children's physical, creative, emotional and social development, as well as their academic progress.

Our curriculum is broad, balanced, creative, and developing. Our themed approach, based on the principle of 'contexts for learning', promotes active and stimulating learning which aims to inspire children and staff.

We have twice been awarded Artsmark Gold in recognition of our high quality provision in music, art, dance and drama; our children enjoy enrichment sessions which they explore as part of our Claygate Charter.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment.

The post

This post is for a Cover teacher, on a fixed term contract until August 2022.

What we can offer you

Hopefully if you have visited the school or viewed our website, you will have a good idea of the kind of school we are. But, what's in it for you? Why should you apply for this school rather than anywhere else?

The children . . . are well-behaved, enthusiastic, and they love being here. You will find working with them tremendously rewarding.

The staff . . . are also well-behaved, enthusiastic, and love being here (most of the time!) They are also supportive to new and existing colleagues and you will benefit from their experience and expertise.

The environment . . . is one that you will find hard to beat, with a large field and playground space, pond and wildlife area, allotment, heated outdoor swimming pool, computing suite and excellent curriculum resources including a well-equipped music room. We also have an active and supportive body of parents and a committed and informed Governing Body.

We are not currently holding tours of our school but there is a virtual tour on the homepage of our website.

Closing date: **9am 8 November 2021**

Interviews: **w/c 8 November 2021**

Job Description

Title and Grade of Post: Cover Teacher (Main Pay Range), Full time

Start date: asap

Reports to: Headteacher

Main purpose:

Purpose of the Job

To teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the Headteacher. Provide class cover and lead small group interventions for those pupils who need additional support.

Professional Duties The professional duties of a teacher are detailed in the latest edition of the School Teachers' Pay and Conditions Document. These shall include:

Teaching Planning and preparing work; teaching pupils, setting and marking work; assessing, recording and reporting on the development and progress of pupils

Other activities Promoting the well-being of pupils; making reports on the personal and social needs of pupils; communicating and co-operating with the parents of pupils and with persons or bodies outside the school; participating in meetings arranged for any of the purposes described above

Assessment Providing oral and written assessments, reports and references relating to individuals and groups of pupils
Performance Management Participating in the Appraisal arrangements for teaching staff
Review Reviewing teaching methods and programmes of work; participating in further training and professional development

Educational Methods Advising and co-operating with other staff in the preparation of teaching programmes and materials

Discipline, Health and Safety Maintaining good order and discipline among pupils and safeguarding their health and safety

Staff Meetings Participating in meetings relating to the curriculum, administration and management of the school

Cover Where appropriate, supervise any pupils whose teacher is not available to them

Public Examinations Preparing pupils for public examinations and assessing pupils; recording and reporting such assessments

Administration Participating in administrative and organisational tasks related to any of the above duties, including attending assemblies, registering and supervising pupils.

Responsible for:

- Directing and supervising the work of Teaching Assistants.
- Co-operation and liaison with other professionals, including fellow staff and colleagues from external agencies.

Teachers' Standards

Preamble

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 as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- 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.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a 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, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. 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
- 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).

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

- 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.

6. Make accurate and productive use of assessment

- 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.

7. 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.

8. 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
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part two: 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:
 - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - o 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
 - o 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.

Person Specification: Teacher

Criteria	Essential	Desirable
Qualifications and experience		
Qualified Teacher Status	✓	
Use and knowledge of the impact of ICT on learning and teaching	✓	
Knowledge, Skills and Abilities		
A secure knowledge and understanding of the curriculum	✓	
Knowledge of best practice and procedures for safeguarding children	✓	
High expectations of children's attainment and achievement	✓	
Good knowledge of inclusion and a commitment to meeting the needs of all children	✓	
Be able to motivate and inspire pupils through the planning and delivery of the curriculum	✓	
Willingness to undertake training	✓	
Knowledge of safeguarding children guidelines	✓	
Ability to work on their own initiative and also under direction where appropriate	✓	
Interpersonal and communication skills		
Ability to work as part of a team but also on own initiative under direction	✓	
Ability to relate well to children and adults	✓	
The ability to communicate effectively orally and in writing to a range of audiences	✓	
Able to plan and organise effectively	✓	

Shortlisting will take place immediately after the closing date, and shortlisted candidates will be notified as soon as possible. If you have not heard from us by the evening of 12 November, please assume that you have not been shortlisted on this occasion.

Interviews: w/c 8 November. Candidates will be given details of the selection process when they are shortlisted.

Application forms may be e-mailed to ros.clark@claygate.surrey.sch.uk or posted to the school, for the attention of Mrs Ros Clark (School Business Manager).



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