

Osmani Primary School
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www.osmani.towerhamlets.sch.uk



Reach For The Stars

**Applicant Information Pack for the
post of
Early Years Class Teacher**

October 2024

Dear Applicant,

Thank you for expressing interest in the **Teaching post** at Osmani.

I hope that this brief document provides you with the information you need and I hope that after reading the information contained you are excited by the position and make a strong application.

Our approach to learning and teaching is based on the work of Carol Dweck, “**Mindsets**”. We encourage our pupils and staff to be lifelong learners and to believe that they can achieve anything they put their mind and effort into, hence our motto ‘**Reach for the Stars**’.

The school is continuing to focus on raising standards across all areas of the curriculum and all phases with a commitment to high quality provision for the more able learner within a wider ethos of challenge for all.

There is a strong emphasis on learning and teaching, Assessment for Learning, Independent Learning and developing a consistent approach throughout the school which ensures that the needs of all children are met and children make good or accelerated progress within individual lessons and over time.

We are an ambitious, forward looking, developing school and are able to offer you many opportunities.

We have a friendly, supportive, committed and motivated staff team, strong links with other schools through the E1 Schools Partnership and a range of external support from organisations such as The Tower Hamlets Education Partnership (THEP) which helps us to further challenge our practice. As a result of this, we are able to offer a wide range of opportunities to support you in your own professional development and ensure the continued development of the school.

ECTs will receive high quality induction provided in-house and by the Local Authority in partnership with local schools. All staff are provided with outstanding professional development opportunities including:

- opportunities to share their strengths;
- receive support so that they can succeed and have good job satisfaction;
- be provided with resources/time to teach to a very high standard, and;
- experienced teachers will be given opportunities to progress and contribute to whole school development, management and leadership.

Additionally, we regularly review and ensure that our staff enjoy a healthy work-life balance through our work-life balance review working party.

We continually strive to ensure that staff and children have access to an exceptional school environment and learning facilities, hence our commitment to continuous investment in these areas.

This is an excellent opportunity for an aspiring teacher (experienced or ECT) to join Osmani and be part of a highly motivated team. Successful ECTs will be offered **paid work for the last two weeks of the academic year, if applying for a September start**.

Please find enclosed a copy of the job description and person specification for the post. Please ensure you address the person specification fully.

The closing date for applications is **Wednesday 6th November@ noon**

and interviews will be held on **Thursday 14th November 2024**.

We welcome and encourage visits to the school.

To arrange a visit, please email office@osmani.towerhamlets.sch.uk. The scheduled times for visits are:

Wednesday 23.10.24

Thursday 24.10.24

Friday 25.01.24

2.00-2.30pm: Tour of the school

2.30-3.00pm: Q & A session with the Headteacher

The tour will start promptly at 2.00pm.

We look forward to receiving and reading your application.

Yours sincerely,

Remi Atoyebi
Headteacher

OSMANI PRIMARY SCHOOL



Vallance Road, Whitechapel, London E1 5AD

0207 247 8909

Early Years Foundation Stage Class Teacher January 2025

Contract Type

Fixed Term Contract till August 2025 with the possibility of a permanent contract.

If ECT, the contract will be till the end of the induction period.

Salary

MPS

Working Arrangement

Full-Time.

Vacancy Hours

STPCD

Closing date for all applications

Wednesday 6th November@ noon

*Interviews to be held on: Thursday 14th November 2024
Only shortlisted candidates will be contacted.*

Role Purpose and Responsibilities

- To carry out the duties of a school teacher as set out in the Teacher Standards 2012 and the Pay and Conditions Document subject to any amendments due to government legislation.
- Any duties as may be reasonably directed by the Headteacher and the accountabilities expected of a class teacher at Osmani.

Requirements

If you can say 'YES' to all the questions below, then OSMANI could be for you.

Are you resilient?

Can you inspire, challenge and motivate all learners?

Are you committed to supporting children's learning, development and well-being?

Are you committed to creating a learning culture with high expectations and achievement at its core?

Are you committed to Assessment for Learning?

Are you committed to Independent Learning?

Are you enthusiastic and creative?

Are you hardworking, flexible and passionate about your work?

Are you able to work as part of a team?

Benefits and Allowances

At Osmani you can expect:

- commitment to a healthy work-life balance
- motivated, well behaved children
- friendly and supportive colleagues to work with
- caring, interested parents
- excellent learning environment and teaching resources
- opportunities for professional development, training and career progression
- excellent transport links (Elizabeth/District/H&C/Overground)
- supportive and committed governors

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance.

We are dedicated to equality and value diversity.

We would welcome and encourage potential candidates to visit our school. Please telephone or email to arrange.

How to apply:

For an application pack, please visit our website and download an application pack from: www.osmani.towerhamlets.sch.uk

Please return your application to: office@osmani.towerhamlets.sch.uk

Person Specification and Selection Criteria for Experienced Teacher or Outstanding NQT

	Essential selection criteria	Desired selection criteria	Assessment method
Education and Qualification	<ul style="list-style-type: none"> Qualified teacher status with a good outcome Experience of teaching in the Early Years or Teacher training placements in the Early Years. 		Application form Interview Documentation
Knowledge, skills and Understanding	<ul style="list-style-type: none"> Outstanding classroom practitioner Proven experience in primary education, ability to demonstrate and share good practice. Knowledge and understanding of the National Curriculum for the primary age group and/or the Early Years particularly cross curricular issues across the primary age range Ability to plan, organise and evaluate to ensure the delivery of a relevant responsive curriculum. Knowledge and understanding of Assessment for Learning strategies and relevant assessment tools, their application in supporting and accelerating pupil progress and attainment. Knowledge and understanding of matching work to the needs of pupils. Understanding of the need for team work; proven ability to work with other people. Ability to communicate effectively with parents, staff, pupils, other professionals and outside agencies. 	Other excellent academic, artistic or creative experience or skills.	Application form Lesson observation Interview
Experience	<ul style="list-style-type: none"> Experience of providing at least 'good to outstanding learning and teaching' NQTs: successful teaching placements If applying for a TLR: qualification, experience or passion for the subject area. 	Experience of inner-city teaching and meeting the needs of children of all abilities Experience as an outstanding classroom practitioner/teacher for the applied age group	Application form Interview Classroom observation
Work Circumstances	<ul style="list-style-type: none"> Abilities to manage priorities and meet deadlines Have a vision for future own professional development 		Application form Interview
Attitudes	Ability to set an example in professional attitudes, characteristics of this INCLUDE: <ul style="list-style-type: none"> Team player who works well with others Proactive, takes initiative Highest expectations of self and others Reflective Hardworking, committed, dedicated Adaptable and flexible 		References
Qualities	<ul style="list-style-type: none"> Lifelong learner, self-developer Enthusiastic Energetic Clear, lively thinker Problem solver 		References

- o Sense of humour
- o *Text in red applicable to experienced teacher*

Job Description

Name of Teacher:

Post Title: Class Teacher

Section 1: Job Purpose and Accountability

To facilitate and encourage learning which enables children to achieve high standards, to share and support the corporate responsibility for well-being, education and discipline of all children.

All staff are ultimately responsible to the Headteacher.

Your immediate responsibility is to the Head of Phase.

Section 2: Generic/Teachers

- 2.1 You are to carry out the duties of a school teacher as set out in the Teacher Standards 2012 and the Pay and Conditions Document subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of a class teacher at Osmani.
- 2.2 To facilitate and encourage learning which enables children to achieve high standards, to share and support the corporate responsibility for well-being, education and discipline of all children.
- 2.3 All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards, and are expected to uphold and promote the school's aims and values
- 2.4 All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching throughout the school.
- 2.5 All staff will take an active role in the School Self Evaluation process including the annual School Conference.
- 2.6 All staff are expected to actively undertake personal professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.

Section 3: Performance Management

Appraisal or review of performance

All staff are expected to participate in arrangements made in accordance with the 2012 regulations for the appraisal or review of his performance and that of other teachers.

Upper Pay Scale Teachers

Not relevant to the post holder at this time

(Based on threshold standards and the school's agreed criteria for UPS2 and UPS3)

3.1 Knowledge and Understanding

- demonstrate a thorough and up-to-date knowledge of the teaching of your subject and take account of wider curriculum developments which are relevant to your work

3.2 Teaching and Assessment

- demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs
- demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management and, at UPS2 level: *with the majority of your lessons at least "good" in Ofsted terms.* (Ref AESOPP)
- demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback

and at UPS3 level: make a distinctive contribution to raising pupil standards

3.3 Pupil Progress

- demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment, making progress as good or better (at UPS2 level "better") than similar pupils nationally. (This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.)

3.4 Wider Professional Effectiveness

- take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning
- make an active contribution to the policies and aspirations of the school
- and at UPS2 level: *seek to share your expertise with colleagues*

and at UPS3 level: take advantage of appropriate opportunities for professional development and use professional development effectively to improve pupils' learning; contribute effectively to the work of the wider team; play a critical role in the life of the school

3.5 Professional Characteristics

- demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:
 - inspiring trust and confidence,
 - building team and commitment,
 - engaging and motivating pupils,
 - analytical thinking,
 - taking positive action to improve the quality of pupils' learning

and at UPS3 level: provide a role model for teaching and learning

Section 4: Principal Accountabilities – all Class Teachers

- 4.1 Support the school's aims to provide a happy, orderly and stimulating environment in which children learn effectively and gain the highest possible achievements building successful relationships, centred on teaching and learning establishing a purposeful learning environment where diversity is valued and where children feel secure and confident.
- 4.2 Have high expectations of all pupils and be committed to raising their educational achievement
- 4.3 Use secure knowledge and understanding of the Early Years Foundation Stage and National Curriculum and use this to plan weekly, implement and assess the curriculum, which incorporates the National Curriculum/Early Years Foundation Stage Curriculum and is in line with school policies. Demonstrate good classroom practice, expecting and maintaining high standards of work for all learners.
- 4.4 Set challenging teaching and learning objectives which are relevant to all children in your class based on your knowledge of the children, past and current achievement, the expected standards for children of the relevant age group and the range and content of work relevant to children of that age.
- 4.5 Use teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess children's learning. Take account of and support children's varying needs so that girls and boys, from all ethnic groups can make good progress.
- 4.6 Teach clearly structured lessons or sequences of work which interest and motivate children, make learning objectives clear, employ interactive teaching methods and collaborative group work, and promote active and independent learning that enables children to think for themselves and to plan and manage their own learning.
- 4.7 Make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve teaching and learning.
- 4.8 Monitor and assess as you teach, giving immediate and constructive feedback to support children as they learn, involving children in reflecting on, evaluating and improving their own performance.
- 4.9 Identify, assess and meet the needs of children for whom English is an additional language. Ensure additional support is focused on raising the achievement of all children with EAL and that approaches to teaching and learning meet the needs of these children.
- 4.10 Monitor, record and track the progress of each child in the class and respond with appropriate curriculum changes in light of that assessment.
- 4.11 Use ICT effectively in planning, teaching and learning and assessment and to support your wider professional role.
- 4.12 Identify and assess the special educational needs of individual children in tandem with the Access and Inclusion Leader, and share the responsibility for meeting those needs with other designated staff.

- 4.13 Encourage all children to develop a sense of responsibility for themselves, others and their environment, and to promote a positive ethos in which high self-esteem is fostered.
- 4.14 Demonstrate and promote the positive values, attitudes and behaviour that you expect from the children and use a range of strategies to promote good behaviour and establish a purposeful learning environment.
- 4.15 Foster good relationships with parents and form a partnership for the education of the child, involving them where possible in the learning process. Communicate sensitively and effectively with them, recognising their role in children's learning, and their rights, responsibilities and interests in this.
- 4.16 Work to implement equality of opportunity and an inclusive ethos throughout the school.
- 4.17 Actively contribute to the progress of the key outcomes of the School Development Improvement Plan, and the on-going school self-evaluation cycle.
- 4.18 Be aware of the annual data produced in relation to the school and be able to analyse and use it to ensure progress of the children within your class.
- 4.19 Improve your own teaching, by evaluating it, learning from the effective practice of others and from evidence. Be motivated and take responsibility for your own professional development.

The key characteristics/competencies that contribute to success at this level are:

Analytical thinking	Breaks down problems Recognises cause and effect	Flexibility	Keeps an open mind
Challenge and support	Expresses positive expectations	Information seeking	Finds out
Conceptual thinking	Sees patterns	Initiative	Seizes opportunities and sorts out problems
Confidence	Actively contributes	Managing pupils	Gets pupils on task, keeps pupils informed, makes the class effective & takes actions on behalf of the class
Creating trust	Acts fairly and consistently	Passion for learning	Creates a learning environment Shows how
Developing potential	Provides tangible support	Respect for others	Listens Values others
Drive for improvement	Wants to do a good job	Team working	Helps and supports others Shares information
Enduring resilience	Generally optimistic about events	Understanding others	Is sensitive to body language

Specific accountability questions and success criteria of achievement will be negotiated and agreed at the beginning of the annual performance management cycle.

Section 5: Specific duties for Class Teachers

- 5.1 To take an active role in the ... (to be agreed) , contributing to the development of the area leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.
- 5.2 To identify and pursue leadership and management development opportunities as part of involvement in the (these will be negotiated and agreed with the Phase Leader and/or a member of the Senior Leadership Team will give support throughout).
- 5.3 And any other duties commensurate to the grading of the post as directed by the Headteacher.

Agreed Teacher:

Name: _____
Signature _____

Headteacher: _____
Signature _____