



Reach For The Stars

**Applicant Information Pack for the post
of
EYFS Class Teacher and Phase Manager**

March 2024

Dear Applicant,

Thank you for expressing interest in the **EYFS Class Teacher and Phase Manager 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 Early Years Foundation Stage provision was first judged 'Outstanding' by OFSTED in 2016. We continue to work tirelessly to maintain an outstanding provision for our pupils. Therefore, we are keen to appoint an outstanding EYFS teacher to further develop our provision and ensure that our pupils are 'school ready' for KS1.

As part of the role, you will be leading an experienced and highly effective Early Years team. You will also be a member of the School's Senior Management Team (SMT).

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 experienced teacher who wants to go into leadership to join Osmani and be part of a highly motivated team. The successful candidate will have a bespoke induction package before starting the role in September and ongoing leadership coaching from September.

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 **Monday 22nd April 2024 @noon** and interviews will be held on **Tuesday 30th April 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:

Monday:18.03.24-pm

Wednesday 20.03.24-pm

Thursday 21.03.24-pm

Tuesday 26.3.24-pm

Wednesday 27.03.24-pm

We look forward to receiving and reading your application.

Yours sincerely,
Remi Atoyebi
Headteacher

OSMANI PRIMARY SCHOOL		 Osmani Primary School Reach For The Stars
Vallance Road, Whitechapel, London E1 5AD		0207 247 8909
EYFS CLASS TEACHER AND PHASE MANAGER		
September 2024		
Contract Type	<i>Permanent</i>	
Salary	<i>MPS plus TLR 2b (£5,707.00)</i>	
Working Arrangement	<i>Full-Time.</i>	
Vacancy Hours	<i>STPCD</i>	
Closing date for all applications	Closing Date: Monday 22nd April 2024 @noon <i>Interviews to be held on: Tuesday 30th April 2024</i> <i>Only shortlisted candidates will be contacted.</i>	
Role Purpose and Responsibilities <ul style="list-style-type: none"> ● 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 a passionate and outstanding EYFS practitioner? Are you able to effectively lead a team? 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?		
Benefits and Allowances At Osmani you can expect: <ul style="list-style-type: none"> ● 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 rapid career progression ● excellent transport links (Elizabeth/District/H&C/Overground) ● supportive and committed governors 		
<i>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.</i> <i>We are dedicated to equality and value diversity.</i>		
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/ Selection Criteria: EARLY YEARS FOUNDATION STAGE CLASS
TEACHER AND PHASE MANAGER**

Category	Job Requirements √=short listing criteria	E-essential D-desirable
Qualifications and Experience	√ Qualified teacher status.(E) √Excellent classroom practitioner (E) √Proven experience in primary education, ability to demonstrate and share good practice. (E) √Proven experience or ability to share good practice in EARLY YEARS FOUNDATION STAGE with colleagues throughout the school. (E) √ Proven experience of leading and managing a team or phase (D) √ Early years leadership national professional qualification-NPQEYL or prepared to study for the qualification (D)	
Skills and Understanding	√Knowledge and understanding of the Early Years Foundation Stage Curriculum, National Curriculum and current relevant curriculum issues. (E) √Knowledge and understanding of the primary strategy, particularly cross curricular issues, in EYFS, KS1 and KS2. (E) √Understanding of the need for team work; proven ability to work with other people. (E) √Ability to communicate effectively with parents, staff, pupils, other professionals and outside agencies. (E) √Ability to plan, organise and evaluate to ensure the delivery of a relevant responsive curriculum. (E)	
Attitudes	√Ability to set an example in professional attitudes-characteristics of this are: Team player who works well with others(E) <ul style="list-style-type: none"> ● Proactive, takes initiative(E) ● Highest expectations of self and others (E) ● Reflective (E) ● Hardworking, committed, dedicated(E) ● Adaptable and flexible(E) √ Evidence of commitment to the Authority's and schools policies on equal opportunities. (E)	
Qualities	√Lifelong learner, self-developer (E) √Enthusiastic(E) √Energetic(E) √Clear, lively thinker(E) √Problem solver(E) √Sense of humour(E) √Highly organised (E)	

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 Early Years Foundation Stage Phase Manager

- 5.1 To provide professional leadership and management of the Early Years Foundation Stage.
- 5.2 To line manage the Early Years Practitioners and other support staff.
- 5.3 To provide professional leadership and management of a key area of the School Development and Improvement Plan as agreed, on an annual basis, with the head teacher.
- 5.4 To lead a phase team (following the school's agreed protocols), overseeing and contributing to the development of teaching and learning in the phase leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.
- 5.5 To take a leading role throughout the school in delivering and fostering good classroom practice.
- 5.6 To plan, implement and evaluate the curriculum for taught sessions, within the agreed school framework ensuring appropriate differentiation; to liaise with other members of the phase team and staff in planning effective implementation and evaluation of the Early Years Foundation Stage and the National Curriculum.

5.7 To take a leading role in ensuring high standards of work and behaviour among pupils; supporting staff and children.

5.8 To identify and pursue leadership and management development opportunities (to be negotiated and agreed with the Headteacher who will give support throughout)

5.9 To take on any of duties commensurate to the grading of the post as directed by the Headteacher

This job description is not exhaustive.

Agreed Teacher:

Name: _____

Signature _____

Headteacher: _____

Signature _____