

Calcot Schools



Learning Together,
Laughing Together,
Achieving Together.
Where we strive to be
the best we can be.

Teacher Recruitment Pack



A warm welcome to Calcot Schools

Dear Candidate,

We are so pleased that you are interested in joining our Calcot Community. If you have not yet had the chance to visit our school, we strongly recommend that you do because whilst we will try to give you a real flavour of our school throughout this pack and on the website, it is really difficult to capture in words the warm and caring feel that this school evokes. Visitors to the school often comment upon the children, their amazing manners and the friendly atmosphere here so please arrange to visit and meet us in person.

Calcot Schools is a large school, with a small school feel, consisting of a Nursery, Infant and Junior School. We are thriving, meeting the needs of a diverse catchment area. Our families are incredibly supportive of all that we do here and they help us to ensure that our learning environment and pastoral care is excellent, enabling our children to be the best they can be!

Providing outstanding education for all is of course our key aim. We strongly believe that all children deserve an exciting, broad curriculum and an atmosphere that is nurturing and fully inclusive in order that they may thrive. We make great use of our vast site, forest school area, playing fields and heated pool with lots of outdoor learning and sporting opportunities. In addition, specialist music teachers provide all children from Year one through to Year six with music lessons. These include a rock project in Year four, djembe drumming in the infants, Samba lessons in year three and steel panning in Years five and six. We are very proud to have our own steel pan orchestra and choir that frequently perform in school and at competition venues in the local area.

It is an absolute pleasure to be the Headteacher at Calcot Schools. I am very proud of all we achieve for our children and our community; our hardworking, dedicated staff, amazing children, supportive governors and parents make our school a wonderful place to be. I look forward to meeting you to welcome you to our team.

Florence Rostron-Executive Headteacher

About Calcot Schools



Calcot Schools was originally built in 1937 and consisted of just three classrooms. We have evolved quite significantly now and we now consist of the following:

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| <ul style="list-style-type: none"> • A purpose built nursery school with its own outdoor play area and equipment. • A dedicated foundation stage 2 area with three classrooms and their own large outdoor learning area, which has a covered learning area, outdoor classroom, play equipment and pond. • Six classrooms for our Year one and Year Two children, all of which have interactive whiteboards and wireless internet capability. • Two newly refurbished libraries. One located in the Infant building and the other in the Junior School building. • A vast number of Chromebooks, laptops and iPad-enough for one class per year group to use at the same time. • Four playgrounds and a lot of landscaped grounds, including a quiet area and picnic areas. | <ul style="list-style-type: none"> • Forest school site which is used daily by our infant children for outdoor learning and forest school sessions. • A heated outdoor swimming pool, which is used throughout the summer term. Our teachers (those who want to) are trained and deliver swimming lessons every week during the summer months. • Quiet, break out spaces for children to work in small groups. • Two staffrooms (with every teacher's life line- tea and coffee) • Two school kitchens. We cook and provide our school meals. • Two Family Support Workers, with their own offices. They provide support to our families and also deliver ELSA work to our children. |
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Our Vision and Ethos

At Calcot we use the acronym C.A.R.E as our Calcot Charter. This underpins our philosophies for all members of our school community, including our children, staff, parents and governors.

C

Community centered

A

Aspirational

R

Respectful

E

Excellence

Community

At Calcot School we care for our community. The children are the centre of our school community and we see the education we provide as key to opening life opportunities. We will work with parents and carers to ensure a consistent supportive approach; we engage with the wider community to ensure they can be proud of the school and the children at Calcot Schools. Key stakeholders in the education at Calcot are parents/carers, staff, governors, wider community members and the children. Every experience the children have in school will influence the people they become and the way they interact with each other and within the wider community. This means all adults should be good role models for the children at Calcot and model the way we want our children to behave. We encourage our community to be compassionate and kind to those around them, inclusive and collaborative to ensure all members of the school community feel valued and can work together to achieve the highest standards.



Aspirations

We have extremely high aspirations and expectations of our children. We are dedicated to support children to reach their full potential, nurturing talents and enabling children to succeed in a safe and secure environment. Every child will be regarded and valued as an individual person with academic potential, needs, challenges and aspirations; a person who can make a distinct contribution to the life of the school. The school will provide an exciting and stimulating learning environment where the children will be able to learn, create and experience and where their efforts are celebrated. For children to have high aspirations they need to believe all things are possible and we will nurture self-esteem and ensure that scholarship is valued and encouraged so children will have high aspirations for themselves.



Respect

Respect underpins all that we do within our Calcot community. Everyone will be treated with respect; this is not conditional and will be a universal trait across all stakeholders. We expect all members of our community to treat each other and our school in a respectful way. Respect builds confidence, self-esteem and self-respect which will enable all members of our community to flourish and feel supported.

Excellence

We strive for excellence in all that we do at Calcot Schools. Through academic achievements, wider curricular opportunities, individual talents and collaborative projects in school and in the wider community we seek to achieve the highest standards. Children and staff are discerning learners who recognise and celebrate excellence both in effort and achievement.

JOB DESCRIPTION: CLASSROOM TEACHER

Authority: West Berkshire Council

Location: Calcot Junior School

Grade/salary range: TPS

The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' pay and Conditions document and within the range of teachers' duties set out in that document.

Job Purpose

To carry out professional duties and to have responsibility for an assigned class.

To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities.

To promote the aims and objectives of the school and maintain its philosophy of education.

Main duties and responsibilities

- To create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning.
- To plan and teach challenging, well organised lessons and sequences of lessons that:
 - are informed by relevant and up to date subject, curriculum and pedagogical knowledge;
 - reflect the wide range of needs of KS2 children and foster independent learning where appropriate
 - use a range of teaching and learning strategies and resources in line with the school's Teaching and Learning policy adapted to learners' needs effectively.
 - take account of prior learning and attainment of those they teach and underpin sustained progress and effective transitions
 - to plan for and deliver quality literacy and maths lessons in line with school planning and the new frameworks including phonics if appropriate
 - To use quality marking appropriately to support learners
- To identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations.
- To support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvements and become successful independent learners.
- To maintain good order and discipline among the pupils, safeguarding their well-being.
- To organise and manage appropriate groups ensuring differentiation of learning needs, reflecting all abilities in the group.
- To plan opportunities to develop the social, emotional and cultural aspects of pupils' learning and take account of diversity, promote equality and inclusion.
- To foster the spiritual development of children as part of their personal development.
- To maintain a regular system of monitoring, assessment, record-keeping and reporting of children's progress using targets, termly tracking and other school systems
- To use classroom displays as a reflection of children's work in progress and an acknowledgement of achievement as well as for information.
- To ensure effective use of support staff within the classroom, including parent helpers.
- To communicate and cooperate with other staff members.
- To participate in staff meetings in relation to matters of curriculum and organisation
- To be part of a whole school team, actively involved in decision-making on the preparation development and implementation of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements.
- To ensure that school policies are reflected in daily practice.
- To communicate and consult with parents over all aspects of their children's education – academic, social and emotional.
- To liaise with outside agencies when appropriate eg. Educational Psychologist.
- To submit weekly and half termly planning schedules to the Headteacher, in line with whole school policy.

- To evaluate performance through continuing professional development.
- To act upon advice and feedback and be open to coaching and mentoring.
- To attend weekly staff meetings.
- To attend weekly team meetings.
- To meet with parents and appropriate agencies, to contribute positively to the education of the children concerned.
- To support the Headteacher in promoting the ethos of the school.

The duties and responsibilities are difficult to define in detail and may vary from time to time without changing the general character of the duties or level of responsibilities entailed. The post holder is therefore expected to undertake such other duties as may be requested provided the general character of the duties or level of responsibility does not change. Such variations cannot in themselves justify a reconsideration of the grading of the post.

Due to the nature of this position, any offer of employment will be subject to a satisfactory checking report from the Disclosure and Barring Service at an enhanced level.

PERSON SPECIFICATION: CLASSROOM TEACHER

	Essential	Desirable	How Assessed
<u>Qualifications</u> Qualified Teacher status Evidence of other relevant experience Commitment to further Professional development	✓	✓ ✓	Application & Reference
<u>Experience</u> Experience of teaching in different settings Excellent classroom practitioner and commitment to make learning engaging Demonstrable teaching experience or successfully obtained QTS Experience of teaching across the primary age range Teaching experience in more than one school	✓ ✓ ✓	✓ ✓	Application & Reference
<u>Knowledge and understanding</u> Ability to teach a wide range of ability groups; Supporting the policies, practices and ethos of the school Knowledge and confidence in using IT for teaching and management purposes Good understanding and use of assessment including AfL, target setting and tracking Ability to use comparative information about attainment Experience in leading a core curriculum area A good understanding of the requirements of transition between key stages Understanding of behaviour management techniques for groups and individuals	✓ ✓ ✓ ✓	✓ ✓ ✓	Application, Reference and Interview

	Essential	Desirable	How Assessed
<u>Skills/Attributes</u>			Application, Reference and Interview
Ability to prioritise and meet deadlines.	✓		
Ability to effectively manage Teaching Assistants	✓		
Able to motivate, promote good relationships and communicate with all stakeholders	✓		
Able to work in partnership with the Headteacher and leadership team	✓		
Commitment to safeguarding and promoting the welfare of children	✓		
Experience of delivering support or training to colleagues in school		✓	
Ability to manage own professional development		✓	
Ability to make consistent judgements based on careful analysis of available evidence.		✓	
Experience of having being involved in a whole school initiative		✓	
Experience of playing a role in implementing a School Improvement Plan		✓	
<u>Personal Characteristics</u>			Application, Reference and Interview
Creative, enthusiastic and proactive, keen to embrace new ideas and challenges	✓		
An excellent communicator with strong interpersonal skills	✓		
An excellent sense of humour	✓		
Shows a high level of enthusiasm, commitment and determination	✓		
Is prepared to seek advice and support	✓		
Demonstrates a concern for the pastoral and spiritual welfare of everyone in the school	✓		
Confidentiality, flexibility, loyalty and commitment	✓		
Self motivated and shows initiative	✓		
Resilient under pressure	✓		
The ability to deal sensitively with people	✓		
<u>Factors not already covered</u>			Medical
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010	✓		

Application form and supporting statement

The form must be completed fully in accordance with the application form instructions. The presentation of the form and the supporting statement will form part of the assessment of communication skills.

Confidential references and reports

Please follow the instructions on the application form for references. These will be taken up as part of the recruitment process.

Safeguarding Children and Young People

Calcot Schools is committed to safeguarding and to promoting the welfare of all children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

Visits

We would encourage and warmly welcome prospective candidates to visit us. After all, sometimes you spend more time with your work colleagues than your own family so you need the chance to ensure this is the right environment for you to thrive. Please contact the school office to arrange a visit before the application deadline.

Deadline

Deadline for Applications: Thursday 25th February 2021

Interviews: Tuesday 2nd March 2021

Start Date: 1st September 2021 (or earlier) to 31st August 2022

Website Link for Application Pack: [Vacancies - Calcot Schools](#)

