

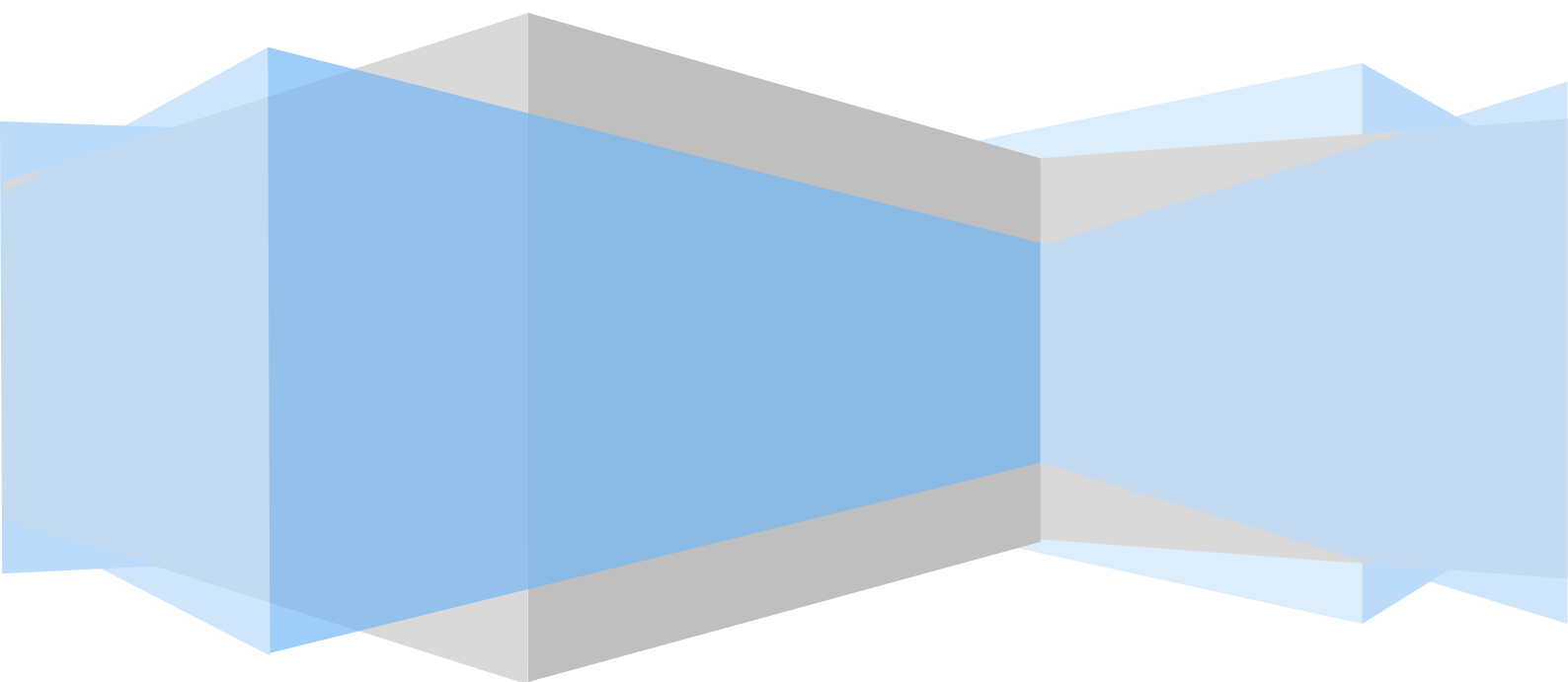
Rye Community Primary School, Part of Aquinas

www.aquinastrust.org

Application Pack

Pre School Teacher

Required: ASAP



Pre School Teacher

Rye Community Primary School is seeking to appoint an enthusiastic, energetic, and adaptable Teacher to join our highly motivated team. We are driven by a pursuit of high academic standards regardless of background and a desire for all pupils to experience an exceptional education. We want every child to grow and flourish in our care.

A preschool teacher must have a great love and patience for children. Qualifications needed to teach them effectively include knowledge of best practices and preschool educational methods as well as the ability to engage them and earn their trust and attention.

The goal is to contribute to the healthy mental and emotional development of the child so they can more easily acclimate in the next level of education.

Our ideal candidate will:

- Have a working knowledge of the EYFS curriculum, policies, and practices.
- Have a love of learning and ability to convey this to pupils.
- Be enthusiastic, energetic, and open to innovation.
- Have good communication skills with the ability to work as part of a team.
- Possess effective ICT skills and be open to new uses of technology in the workplace.
- Be committed to continuing professional learning.
- Have integrity, optimism, and a good sense of humour.
- Hold a good honours degree along with qualified teacher status and or EYTS (early years teacher status).
- Create plans for daily activities in line with the school curriculum.
- Engage with young children in activities that are age-appropriate whilst bearing educational merit.
- Foster a positive and healthy learning environment.
- Ensure the classroom is always kept in a clean and safe condition.
- Encourage creative thinking and learning.
- Interact with other teachers and administrative staff as needed.
- Communicate with parents regarding child development and progress.
- Have patience and the ability to remain calm in stressful situations.

In return, we offer:

- A happy community committed to the professional development of all colleagues.
- A distinctive local context ensuring we place inclusivity at the heart of all we do.
- A skilled and experienced team of teachers and other professionals.
- A motivated leadership team leading rapid improvement to the pupils' life chances.
- A school in which the pupils are enthusiastic, engaging and thoughtful.

We would be pleased to welcome you for an informal visit to our school prior to application. Rye Community Primary School is committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check.

The Application Process and Timetable

Closing Date

You are invited to submit an application form, available with this pack, along with a personal statement outlining your suitability for the role against the person specification and job description.

- Closing date for applications: **23rd September 2024 – 9am**

We reserve the right to withdraw a Vacancy advert, should we find a suitable candidate.

Short Listing

The candidates selected for interview will be informed after short listing and full details of the interview programme will be provided. If you have not heard anything from us after the interview date below, please assume your application has not been successful.

Interviews

Candidates will be invited for interview.

- Interviews: **To be Confirmed**

Appointment

All candidates will be contacted following interview.

- Appointment to commence: **ASAP**

Rye Community Primary School has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete an Equal Opportunities Monitoring Form along with their application.

Rye Community Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all colleagues and volunteers to share this commitment. Successful applicants will be required to undertake a DBS enhanced clearance.

Please send your application along with a personal statement outlining your suitability for the role against the enclosed person specification and job description to the Headteacher, Rye Community Primary School, The Grove, RYE TN31 7ND. Alternatively, submit your application by email to aquinas.recruitment@aquinatrust.org. Please note a signed copy of your application form will be required prior to interview.

May 2023

Dear applicant,

On behalf of our pupils, colleagues, and trustees, I would like to thank you for your interest in a position at Rye Community Primary School. I hope you find the application pack both helpful and informative.

Rye Community Primary School is a place where learners feel safe, cared for and have space to learn. We pride ourselves on being a closely knit community where children are known as individuals and their talents are nurtured and celebrated.

There is significant transformational change to improve the standard of education and facilities at Rye Community Primary School – ideal for ambitious and talented individuals to truly make a difference and build upon our most recent OFSTED good grading, in March 2023.

We pride ourselves on meeting the needs of every child – we see it as our role to unlock the diverse abilities and talents found in each pupil regardless of ability, background or need. Through an imaginative and vibrant curriculum, we provide a gateway for learning which challenges everyone to ‘Dream, Believe, Achieve’ from the outset. We want to inspire and excite – creating a love of learning which will serve our children well throughout their educational journey.

There are three educational settings in Rye – Starfish Pre-School, Rye Community Primary School and Rye College. Between us we offer an exciting continuous learning journey from the age of 2 to 16 – ensuring children have the best opportunity to move seamlessly between the key stages of learning whilst ensuring consistency throughout their educational experience.

In your application, please outline why you would like to join Rye Community Primary School, how you meet the person specification and what makes you the best person for the job. We value honesty.

I look forward receiving your completed application.

With thanks,



Kelly Martin
Headteacher

Job Description

Details

Remit: Pre School Teacher

Salary: M1-UPS3

Hours Per Week: Full time

Accountable to: Headteacher

Main Purpose of the Job:

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all.
- Be responsible for achieving the highest possible standards in work and behaviour.
- Treat pupils with dignity and respect, nurturing and building relationships, at all times observing proper boundaries appropriate to a teacher's professional position.
- Work effectively in collaboration and partnership with pupils, parents, families, governors, other staff, and external agencies in the best interests of all pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012).
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- Develop a careful and creative program suitable for preschool children.
- Employ a variety of educational techniques (storytelling, educational play, media etc.) to teach children.
- Observe each child to help them improve their social competencies and build self-esteem.
- Encourage children to interact with each other and resolve occasional arguments.
- Guide children to develop their artistic and practical capabilities through a carefully constructed curriculum (identify shapes, numbers, or colours, do crafts etc.)
- Organize snack hours and supervise children to ensure they are always safe.
- Track children's progress and report to parents.
- Communicate with parents regularly to understand the children's background and psyche.
- Collaborate with other educators.
- Maintain a clean and tidy classroom consistent with health and safety standards.
- Plan and provide effective care, teaching and learning for children from two to the age of five, providing activities which are suitable for the age range of each group, enabling them to progress and preparing them for school.
- Support and promote children's early education and development in the EYFS.
- Make accurate and productive use of assessment for children in the EYFS.

- Work in partnership with the EYFS lead, other staff members, parents, and other professionals to support the development of children within the EYFS.
- To ensure that parents, carers, and appropriate professionals are welcomed, involved and regularly informed of each child's activities.

Duties and responsibilities

- All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability of the pupils you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress, and outcomes of pupils you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs and disabilities; higher ability; English as an additional language; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English.
- When teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment with expertise in the foundation stage profile.
- Make accurate and productive use of assessment to secure pupils' progress.
- Give pupils regular encouragement and feedback, both orally and through accurate marking.
- Use relevant data to monitor progress, set targets, and plan subsequent provision.
- Encourage home reading and other activities to consolidate and extend the knowledge and understanding pupils have acquired in class.

Behaviour and Safety

- Establish a safe, purposeful, and stimulating environment for pupils, and establish boundaries for behaviour with a range of strategies, using praise, sanctions and rewards consistently and fairly. Implement the Behaviour Management Policy.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.

- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocols and procedures.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the professional development of associate colleagues.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation, and pastoral functions of the school.
- Work cooperatively with colleagues and other professionals to meet the needs of all children and enable them to progress. Develop and maintain links with the LA advisory and support services.
- Liaise closely with parents to help them promote their child's health, wellbeing, learning and development.
- The importance of the voice of the child, parental engagement and the home learning environment, and the family role in early learning.
- To recognise the importance of engaging in reflective practice and continued professional development to improve your skills, practice and subject knowledge.
- To understand and adhere to the behaviour expected of you and your colleagues.
- To recognise how your behaviour can impact on children.
- The ability to work on own initiative and as part of a team.
- How to use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Take on an aspect of curriculum oversight (to be agreed).
- Deploy associate colleagues effectively as appropriate.
- Communicate effectively with parents and families regarding pupils' achievements and well-being using school systems and processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the Trust.

Administration

- Register the attendance of and supervise learners during school sessions.
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment, and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012.

Other

- To have professional regard for the ethos, policies, and practices of the school in which you teach and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the Headteacher or CEO.

Person Specification

Pre School Teacher

| [a] SCHOOL ETHOS | Essential or Desirable |
|---|------------------------|
| Ability to be a personal role model of professionalism, having high expectations of self and others | E |
| Understanding of the need for equality of opportunity | E |
| Belief in child centred, holistic and life-long learning | E |

| [b] EDUCATION & QUALIFICATIONS | Essential or Desirable |
|---|------------------------|
| Qualified Teacher Status (or EYTS) | E |
| Evidence of further professional development | D |
| Early Years Teacher Status (or QTS) | E |
| Paediatric First Aid training | D |
| Relevant safeguarding and child protection training undertaken and a willingness to update training regularly | E |
| EYFS assessment, observation, planning and training | E |
| If you provide food in your childcare setting it's important that you have a food safety and hygiene qualification -Level 2 food safety and hygiene for early years settings course | D |

| [c] KNOWLEDGE | Essential or Desirable |
|--|------------------------|
| Thorough understanding of what constitutes effective teaching and learning | E |
| Thorough understanding of effective monitoring, evaluation, and assessment | E |
| Understanding of when and how to seek advice and support | E |
| Thorough knowledge and understanding of effective inclusive practices | E |
| In-depth knowledge and understanding of the national curriculum and EYFS framework | E |
| A clear understanding of child development and how this contributes to teaching strategies and learning styles | E |

| [d] EXPERIENCE | Essential or Desirable |
|---|------------------------|
| Experience of using self-evaluations to develop plans for improvement | E |
| Well-developed interpersonal skills | E |
| Ability to communicate effectively orally and in writing to a range of audiences | E |
| Ability to plan, organise and prioritise | E |
| Ability to manage good communications systems | E |
| Competent in the use of ICT in the management and assessment and as a professional tool | E |
| Evidence of outstanding teaching skills with a passion for learning and the ability to deliver outstanding practice within the school | E |
| Display excellent classroom teaching with measurable impact on children's learning | E |
| Use data to shape teaching and learning | E |
| Successful teaching across KS1 or KS2, and experience in another key stage | D |

| | |
|--|---|
| Ability to analyse, interpret and act on assessment data | D |
|--|---|

| [e] PERSONAL ATTRIBUTES | Essential or Desirable |
|--|------------------------|
| Strong interpersonal skills to motivate and challenge | E |
| Ability to develop and maintain positive relationships with children and adults | E |
| Commitment to working with parents and families as partners in learning | E |
| Commitment to further development of strong links with parents, families, and community | E |
| A commitment to Equal Opportunities | E |
| Willingness to participate in further training and developmental opportunities offered by the school and trust, to further knowledge | E |
| A commitment to continuing professional development | E |
| Willingness to be fully involved the life of the school community | D |

Health & Safety Functions

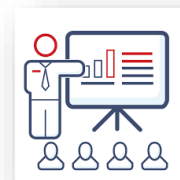
This section is to make you aware of any health and safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

| | |
|---|---|
| Using display screen equipment | X |
| Working with children/vulnerable adults | X |
| Moving & handling operations | |
| Occupational Driving | |
| Lone Working | |
| Working at height | |
| Shift / night work | |
| Working with hazardous substances | |
| Using power tools | |
| Exposure to noise and /or vibration | |
| Food handling | X |
| Exposure to blood /body fluids | X |

Benefits of Working with Aquinas

Treating you as a professional...

Aquinas is committed to national and local agreements affecting employment as contained in the Burgundy Book (Conditions of Service) for teachers and Green Book (National Joint Council) for associate colleagues unless superseded by statute or revised editions, or by local provisions. This includes salary scales; period of notice and end of contract; maternity, paternity and adoption leave; leave of absence; and annual leave.



Lease an electric vehicle...

We have joined the Octopus Energy Scheme to give you the option of leasing an electric vehicle. Provided by Octopus, the 'Electric Vehicle Salary Sacrifice scheme' is intended to help colleagues lease an electric car. Available to eligible staff



octopus
electric vehicles

Keeping you fit and healthy...



Working with us gives you discounted membership with Freedom Leisure Centre's. Freedom Leisure offers something for everyone, whatever you enjoy doing or your level of fitness. Whether you love the gym, group exercise classes, swimming or playing sports, their memberships have you covered!

Helping you stay relaxed...

Working with us gives you discounted access to a range of leisure activities. CSSC is an exclusive membership for public sector employees. For less than £5 a month, families and individuals can save much more on a range of pursuits including...



- Free entry to English Heritage sites for you and your family.
- Discounts on cinema tickets including all top chains.
- Discounted days out, trips and theme parks.
- Subsidised sports training and entry into select events.
- Free health and wellbeing portal for courses, classes & content.
- Savings with online and high street retailers, on local and national gym memberships, restaurants and more.

Looking after your well-being...

We believe well-supported, valued colleagues with a clear and shared purpose are best placed to provide for the emotional well-being of children in their care. Provided by Health Assured, our 'Employee Assistance Programme' is intended to help colleagues deal with personal problems that might adversely impact work performance, health and well-being. Typically support may include assessment, counselling and referral for individuals or their family.

health assured



Supporting you with childcare...

Rye Community Primary School, Starfish Pre-school provides affordable high-quality childcare for the under-fives – accessible to all. Aquinas employees benefit from a 10% discount on full-time and part-time childcare at our term-time pre-school between 8:30am and 3:15pm. Starfish Pre-school: “Where the journey begins...”