**EASTBURY COMMUNITY SCHOOL**

**APPOINTMENT OF Primary Reading Recovery Teacher**

**1 Year fixed term contract**

**Immediate Start**

**Closing Date: 27th September 2022 9am**

**Interviews: Tuesday 4th October 2022**

**Advert**

EASTBURY COMMUNITY SCHOOL

Hulse Avenue

Barking

Essex IG11 9UW

Reading Recovery Teacher

To Start ASAP

Fixed Term 1 Year Contract

MPS/ UPS incorporating Inner London Allowance

We are looking to appoint a suitably qualified Reading Recovery Teacher to join this friendly and supportive, multi-cultural Primary School. Eastbury Community School is at the heart of an ethnically diverse community in East London, an area undergoing significant regeneration and the building of affordable homes. Everyone is proud of what we are achieving in creating an inclusive, supportive, happy 3-19 all through school. The school is located less than 10 minutes walk from Barking tube and mainline station (25 minutes from Liverpool Street station) and is easily accessible by road.

The successful candidate should be an outstanding practitioner with a breath of knowledge in Reading who will have high expectations of children’s work and behaviour and have a commitment to partnerships between home, school, and the wider community. You must have the care and dedication to ensure that every child reaches their full potential. The post would suit a team player as you will be working with a group of literacy assistants to run the programme which will support our most disadvantaged pupils in reading.

We have the highest expectations of everyone and can offer

* Highly aspirational pupils who are eager to learn; and very supportive parents
* A highly supportive school that promotes Quality First Teaching
* Career development and coaching
* Wellbeing as a key priority to ensure the happiness of our staff
* Childcare Options - Free place at WRAP Club for your child(ren) dependent on numbers

For full details of the post and an application form please visit the school website [www.eastbury.bardaglea.org.uk](http://www.eastbury.bardaglea.org.uk) and return the application form to the Headteacher’s PA, Karen Dunnell kdunnell@eastbury.bardaglea.org.uk. The closing date for applications is 27 September 2022 at 9am and interviews will be held Tuesday 4th Ocotber 2022.

Eastbury School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks including enhanced DBS checks. We value the diversity of our community and wider society and are committed to promoting and upholding equalities at our school. CVs are not acceptable and will not be considered.

**Dear Colleague and prospective Applicant**

**APPOINTMENT OF Reading Recovery Teacher (Temporary)**

Thank you for requesting details about teaching in the Primary phase of our school. We are delighted that you are interested in developing your career at Eastbury, at such an exciting time in the school’s development. We pride ourselves in creating a positive, calm and purposeful ethos, where teachers can teach and pupils can learn, in a caring and supportive environment.

The post is ideal for someone with drive who is keen to run a Reading Recovery programme and diminish the gaps in learning reading. The successful candidate should be an outstanding practitioner with a breath of knowledge in Reading who will have high expectations of children’s work and behaviour and have a commitment to partnerships between home, school, and the wider community. You must have the care and dedication to ensure that every child reaches their full potential. The post would suit a team player as you will be working and managing with a group of literacy mentors to run the programme which will support our most disadvantaged pupils in reading.

You will become part of team of successful primary teachers at Eastbury who are:

* Ambitious and dynamic classroom practitioners who are passionate about primary education and raising achievement, attainment and aspirations of pupils
* Committed to ensuring all pupils achieve academic success and are well cared for
* Team players who are highly organised, yet flexible, with excellent interpersonal and communication skills who remains calm under pressure
* Active learners, who constantly strive to improve, with the desire to progress as an excellent teacher, Lead Practitioner or leader in education
* Able to teach effectively across the age and ability range (3-11).

We believe that for our ambitious goals to be realised for our pupils it has to start with the adults and so we are committed to ensuring that our staff have access to wide range of continuing professional development opportunities. We are all learners at Eastbury and this is something that we are truly proud of. Staff and pupil wellbeing is of the utmost importance to us and we are constantly seeking ways to reduce workload and ensure there is a good work-life balance for all members of our team. We are proud that our pupils and staff are friendly, welcoming and supportive of one another.

ECS is an exciting, challenging and rewarding place to work. We are an oversubscribed Primary school and have a great reputation amongst the local community. We are situated in the heart of Barking, less than ten minutes from the Tube and Rail station, in the London Borough of Barking and Dagenham. It is an area steeped in local history that is also in the process of rapid change due to an ambitious local regeneration programme.

Barking and Dagenham is an excellent Borough to work for, committed to raising attainment and developing its staff. Full Inner London Weighting is paid and we encourage all staff to develop their careers by providing excellent Continuing Professional Development opportunities. In addition the Borough can offer support in providing quality affordable housing for rent (<https://www.affordablelettings.london/>).

ECS is a caring and kind school that gets the very best for and from its children. It is a friendly, supportive, diverse and welcoming school that nurtures local children from varied and sometimes challenging backgrounds to achieve their full potential academically and socially. We are especially proud of the creativity and leadership potential of our children which are both actively encouraged.

Our aim is to create a genuine learning community in which all pupils are challenged and stimulated, cared for and supported. If you are an enthusiastic and dedicated professional who shares this commitment and are inspired to apply for the post, we would be pleased to receive your application.

Many parents choose Eastbury because they feel that each child in our care is offered a broad and balanced curriculum and can be assured of support and encouragement to attain their full potential. We see our school as a family: caring, supportive and well-ordered, with a commitment to everyone achieving their best. We challenge our pupils to achieve ambitious goals and to never settle for second best. If you feel you could contribute to this ethos and enhance it further, please apply.

We invite you to visit our school website ([www.eastbury.bardaglea.org.uk](http://www.eastbury.bardaglea.org.uk)) to find out more detailed information about our school.

**We very much look forward to meeting you.**

If you would like to discuss any aspect of the post or application process please contact Ruhena Chowdhury, Deputy Head of Primary rch@eastbury.bardagolea.org.uk . Please note that all shortlisted candidates will have the opportunity to visit and tour the school as part of the application process.

We look forward to receiving your application.

Yours sincerely

**Sharon Gladman Aisha Raymond**

**Executive Headteacher Head of Primary**

**EASTBURY COMMUNITY SCHOOL**

**Primary Phase - Reading Recovery Teacher**

**Job Description**

|  |  |
| --- | --- |
| **Post Title:** | Classroom Teacher – Main Professional Grade |
|  |  |
| **Purpose:** | * To use implement the Reading Recovery programme and use the knowledge and skills of the Reading Recovery and ensures that children can comprehend messages in reading and construct messages in writing. Children also develop and learn how to use their phonic knowledge as part of their text reading repertoire.
* To work and manage a team of dedicated literacy mentors to deliver the programme across the school.
* To provide professional development for staff across the school and work to ensure that the literacy curriculum maintains a strong focus on reading for meaning and reading for pleasure alongside decoding skills.
* Be responsible for the learning and achievement of all pupils in the reading recovery department, ensuring equality of opportunity throughout
* To direct and lead the reading recovery team and demonstrate outstanding practice •Be responsible and accountable for achieving the highest possible standards in work and conduct•Treat all pupils with dignity, building relationships rooted in mutual respect, at all times observing proper boundaries appropriate to a teacher’s professional position•Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils•Act within the statutory framework, which sets out professional duties and responsibilities as outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2013)•Take responsibility for promoting and safeguarding the welfare of children within the school
 |
|  |  |
| **Reporting to:** |  Head of Primary and SLT |
|  |  |
| **Responsible for:** | The provision of a full learning experience and support for pupils in your class. |
|  |  |
| **Liaising with:** | Executive Head, KS Leaders, SLT members, Head of Primary, teaching/support staff, LEA representatives, external agencies and parents. |
|  |  |
| **Working Time:** | 195 days per year. Full-time |
|  |  |
| **Salary/Grade:** | M1-M6 |
|  |  |
| **Disclosure level** | Enhanced |
| **MAIN (CORE) DUTIES** |
| **Main Duties** | * To follow a prescribed programme ‘Reading Recovery’.
* To work and manage a team of dedicated literacy mentors to deliver the programme across the school.
* To quality assure the delivery of the programme and be able to disseminate this to the literacy mentors, and where appropriate other members of staff.
* To work with literacy coordinator as well as Senior Leadership Team (SLT) in the use of school tracking and assessment procedures to identify children in need of the support of the Reading Recovery (RR) programme.
* Use the RR Observation Survey to build a profile of the knowledge and skills of the child to inform the teaching.
* Provide individualised teaching to identified children.
* Follow the set procedures for the identification of the lowest achieving children in the age band, according to Reading Recovery principle.
* Maintain close and regular links with the class teachers of children receiving RR, to ensure that progress is maintained and independence promoted in whole-class lessons.
* Plan for the ‘exit’ from the programme and support the SLT in monitoring the progress of children who have been discontinued from the programme.
* Maintain careful records on each child as a basis for instruction (lesson records, running records, records of reading and writing vocabulary, record of book level, Observation Survey, including summary, predictions of progress, diaries etc.).
* Communicate with SLT, teachers and teaching assistants, providing documentation, and explanations, feedback on progress and alignment of planning.
* Compile and submit data to the SLT as required.
* Work with colleagues in school to support effective practice in the teaching of early reading.
* Welcome other staff to observe RR lessons.
* Keep abreast of developments in the teaching of early reading.
* Share knowledge and expertise with other teachers and teaching assistants to support whole-staff development and learning.
* Communicate with parents/carers on their role in the programme, ensuring full attendance and their support with daily tasks for the child.
* Manage resources needed to teach the session effectively.
* Ensure that the room is always prepared for the individual child.
* Support the senior leadership of the school in identifying other additional interventions programmes to be provided.
* Implement agreed school policies and guidelines.
* Maintain good order and discipline amongst pupils, in accordance with the school’s behaviour policy.
* Participate in the performance management system for the appraisal of their own performance.

In addition to the above, undertake other duties within the general character of the post as requested by the school leadership team. |
|  |  |
| **Staffing****Staff Development:****Recruitment/ Deployment of Staff** | * To take part in the school’s staff development programme by participating in arrangements for further training and professional development.
* To continue personal development in the relevant areas including subject knowledge and teaching methods.
* To engage actively in the Performance Management Review process.
* To ensure the effective/efficient deployment of classroom support
* To work as a member of a designated team and to contribute positively to effective working relations within the school.
 |
|  |  |
| **Quality Assurance:** | * To help to implement school quality procedures and to adhere to those.
* To contribute to the process of monitoring and evaluation of the curriculum in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
* To review from time to time methods of teaching.
* To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Primary school.
 |
|  |  |
| **Management Information:** | * To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
* To complete the relevant documentation to assist in the tracking of pupils.
* To track pupil progress and use information to inform teaching and learning.
 |
|  |  |
| **Communications:** | * To communicate effectively with the class teachers as well as parents of pupils as appropriate.
* Where appropriate, to communicate and co-operate with persons or bodies outside the school.
* To follow agreed policies for communications in the school.
 |
|  |  |
| **Marketing and Liaison:** | * To take part in Open Evenings, Parents Evenings, Review days and liaison events with partner schools.
* To contribute to the development of effective subject links with external agencies.
 |
|  |  |
| **Management of Resources:** | * To contribute to the process of the ordering and allocation of equipment and materials.
* To assist the KS Leaders to identify resource needs and to contribute to the efficient/effective use of physical resources.
* To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the pupils.
 |
|  |  |
| **Pastoral System:** | * Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect, and to establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
* Maintain a good relationship with pupils, exercise appropriate authority, and act decisively when necessary.
* Be a positive role model and demonstrate consistently the positive behaviour, attitude and values 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 by Senior Management.
* To ensure that educational needs of all pupils in your class are fully met and liaise with the SENCO where necessary to support children with special needs.
* To inform the SENCO of any concerns relating to the development of a child.
* To inform the Designated Safeguarding Lead or Family Support Worker of any concerns relating to the safety or well-being of a child.
 |
| **Proposed Other Specific Duties**: |
| * Attend Meetings
* To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
* To promote actively the school’s policies.
* To continue personal development as agreed.
* To comply with the school’s Health and Safety policy and undertake risk assessments as appropriate.
* To undertake any other duty as specified by STPCB not mentioned in the above.
* Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
* Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
* The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. |
|  |
| This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.  |

Head of Primary : …………………………………………………

Teacher: ………………………………………………………

Date issued: ………………………………………………….

**Eastbury Community School - Primary Phase**

**Job Specification**

|  |
| --- |
| **Qualifications*** QTS
 |
| **Experience + Training** * Experience of Teaching in a Primary School or as part of initial teacher training programme
* Primary Teaching experience in a multi-cultural urban area
 |
| **Knowledge, Understanding and Skills*** A good knowledge and understanding of the National Curriculum
* The ability to create a happy, challenging and effective learning environment.
* Good communication skills – able to talk effectively to children, parents and colleagues.
* The ability to manage pupil’s behaviour in an effective manner following the school’s positive behaviour policy.
* Desirable: completed the reading recovery training

  |
| **Personal Qualities** * A calm and positive person who is well organised.
* An effective team member with a flexible approach and the ability to respond to changes in circumstances.
* Has high standards for self and others.
* Able to show a high level of written and oral communication skills.
* Committed to developing as a teacher and to taking responsibility for their own professional development.
 |
| **General** * A commitment to working with all the stakeholders in the school and wider community.
* Able to demonstrate an understanding and commitment to equal opportunities and diversity.
 |