



# Northiam C of E Primary School

*'Where every child flourishes and every day holds an abundance of opportunities'*



## Candidate Briefing Pack

### Year Reception Teacher



# Welcome to the Diocese of Chichester Academy Trust



We exist to provide a first-class option for schools choosing to become an academy. We currently have 24 schools making up our Trust, each maintaining its own unique character and identity, serving its own distinct community.

We consider, and our schools tell us, that one of the strengths of our Multi Academy Trust is that all our schools are an equal part of our DCAT family; schools that share ideas, stories and, when appropriate, recourses to *helping every child achieve their God-given potential*, which is our Trust vision.

To support this, we have clear and stated aims. We aim to be a Trust in which:

- Developing the whole child means pupils achieve and maximise their potential
- Continued development of staff is valued and improves education for young people
- All schools are improving and perform above national expectations
- The distinct Christian identity of each academy develops and is celebrated

As well as now helping over 706 staff to best support nearly 4,927 children in the Trust, we are forward-thinking and our [Trust 7-year strategy](#) is about meeting our vision and aims alongside three drivers of growth, innovation and collaboration. I would be delighted to speak to you about this or any aspect of Trust life.

On behalf of our Trust Board, as Chief Executive Officer, I am determined to work with our distinct Academies to best serve their children and communities.

**Mark Talbot**

Chief Executive Officer





# Welcome to Northiam Primary School

## Our vision

Northiam school is *'Where every child flourishes and every day holds an abundance of opportunities'*

is at the heart of all we do. Our school strives to serve our community by providing an abundant and excellent education that encompasses a wide range of opportunities to understand their place in the world, their community and welcome the opportunities through their learning to shape the world around them, for all pupils and members within this school community.

## Context

We are small rural primary school, which provides a happy, safe and stimulating place to learn, work and play. Northiam chose to become part of the Diocese of Chichester trust in January 2022, we wanted to be part of a group of schools that serve their local community and have similar aspirations for their success. The school was judged by Ofsted to be 'Good' in July 2019.

The Senior Leadership Team currently consist of the Head Teacher and Assistant Headteacher. They are supported by an EYFS lead and Special Educational Needs teacher. The school is fully staffed by permanent teaching staff.



The staff and the governors of the school aim to provide the children with an education that is broadly based and tailored to meet the children's individual needs. We provide a caring and positive atmosphere in which children fulfil their potential and grow in self confidence and respect for people and their environment.

If you would like to know more about our school please contact the school office to arrange a visit.

We look forward to receiving your application.

The staff and the governors of the school aim to provide the children with an education that is broadly based and tailored to meet the children's individual needs. We provide a caring and positive atmosphere in which children fulfil their potential and grow in self confidence and respect for people and their environment. We are a farm and forest school with an innovative and engaging curriculum.

If you would like to know more about our school please contact the school office to arrange a visit.

We look forward to receiving your application.

## About Northiam C of E Primary School

Northiam C of E Primary School is a community primary school with a nursery provision. A large percentage of our children join us at the age of 2 and stay until the end of Year 6.

NOR:	143
Age Range:	2-11
Gender of Pupils :	Mixed
OFSTED Rating:	Good



# Job Description

**Job Title: Reception Classroom Teacher**

**Contact Type: Permanent**

**Remuneration: MP1-6 £30,000-£41,333**

## General description of the post

The holder of this post is expected to carry out the professional duties of a Year R Teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Head of School and as set out in the school's Teacher's Pay and Conditions Document. The post-holder is required to fully support the vision, ethos and policies of the school.

## Report to:

- The Head teacher and EYFS lead.

## Values and behavior

Teaching Staff play a vital role in and developing the education of their students and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school .

## Personal and professional conduct

The reception teacher is expected to demonstrate good standards of personal and professional conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career. It is important to maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the position;
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others and not undermining fundamental British values, including:
  - democracy, the rule of law, individual liberty and mutual respect, and
  - tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teaching Staff must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality .

## **Responsibilities**

The post holder is accountable to their line manager at all times. The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

## **Duties and responsibilities specific to the post:**

- Maximise pupils' potential attainment and achievement standards.
- Take lead accountability for pupil progress.
- Conduct summative and formative assessment and use this to inform future planning and provision.
- Ensure that the curriculum offer is broad, balanced, challenging and inclusive.
- Promote and implement the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promote and safeguard the welfare of all pupils at all times.
- Take lead responsibility for effectively managing and deploying teaching and learning resources across the EYFS to enhance the curriculum.
- Promote the aims of the school's curriculum policy for the subject area.
- Be an excellent classroom practitioner adapting teaching styles to suit all groups of learners.
- Ensure planning of work is differentiated appropriately and evaluate the impact on progress and attainment for all groups of learners.
- Use assessment to set clear targets for improvement of pupils' achievement and monitor pupils' progress towards those targets.
- Use appropriate teaching learning strategies to communicate clear learning objectives and expectations for achieving excellence.
- Secure a good standard of behaviour for learning within the classroom through establishing appropriate rules and high expectations which pupils respect, acting to pre-empt and deal with inappropriate behaviour in the context of the school's behaviour policy.
- Be familiar with the SEND Code of Practice and support and plan for pupils' needs accordingly.
- Evaluate your own teaching critically to improve effectiveness.



- To work as part of a strong team to evaluate and accurately assess children’s learning needs.
- To encourage children’s initiative, creativity, responsibilities and independence.

**Generic duties and responsibilities:**

- All teachers – with the support of the school’s designated Safeguarding Lead- have a responsibility for providing and safeguarding the welfare of children and young people.
- To be familiar with and support any health and safety procedures and medical routines.
- To attend meetings in school and outside school, as appropriate to the role.
- Positively promote the school’s policies on Equal Opportunities.
- Develop positive working relationships and sustain motivation.

The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.



# Person Specification

Essential	Desirable
<b>Education &amp; Qualifications</b>	
<ul style="list-style-type: none"> <li>• QTS Status</li> <li>• Degree or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Further Degree</li> <li>• Evidence of ongoing Professional Development</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>• Outstanding teaching experience</li> <li>• Experience of implementing strategies to raise student attainment with evidence of success.</li> <li>• A track record of success in student behavior management.</li> <li>• Experience of promoting highly effective communications within and between teams and other stakeholders in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within KS1</li> </ul>
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>• Effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment.</li> <li>• Good understanding of effective procedures for managing and promoting positive behaviour among pupils.</li> <li>• Good understanding of equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards</li> <li>• Good understanding of equality of opportunity issues and how they can be effectively addressed in schools.</li> <li>• Clear understanding of the role of parents and the community in school improvement and how this can be practised and developed .</li> </ul>	
<b>Characteristics and Competencies</b>	
<p>Ability to promote the school's aims positively</p> <p>Ability to develop good personal relationships within a team; making an effective contribution to high morale</p>	



Ability to create a happy, challenging and effective learning environment

- A solution-focused mind-set and determined “no-excuses” approach to raising standards
- A personable nature to build effective relationships with parents and all members of the school community
- A creative and good humoured approach to all aspects of teaching, management and leadership
- Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description
- Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/ discussion
- Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads
- Ability and keenness to promote the school’s positive culture and ethos

## **Safeguarding**

This post is covered by the Childcare Disqualification Regulations 2018. The Trust will need to ensure that they are not knowingly employing a person who is disqualified under the 2018 Regulations in connection with relevant childcare provision. Accordingly, shortlisted candidates will be required to demonstrate to the Trust, by completing a self-declaration form as part of the pre-employment checks process, that they have not been disqualified under the 2018 Regulations. If the preferred candidate is found to be disqualified under the 2018 Regulations, the offer of employment will be subject to the application by the preferred candidate to Ofsted for a waiver and the receipt of a waiver from Ofsted.

- All staff will be expected to hold or be willing to obtain Enhanced DBS check or Enhanced check for Regulated Activity with the Disclosure & Barring Services (previously the Criminal Records Bureau). For further information about what is required in this process please go to [www.gov.uk/disclosure-barring-service-check](http://www.gov.uk/disclosure-barring-service-check) (<http://www.gov.uk/disclosure-barring-service-check>).
- This Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All school based staff have the responsibility for promoting the safeguarding and welfare of children. All school staff should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.

## Additional Information

Work Permits: we may be able to obtain a Work Permit for this post but this is subject to meeting the requirements of the UK Border Agency's Points-based Immigration System. Due to the restrictions we cannot guarantee that individuals that meet the requirements of the Points-based Immigration System will be issued with clearance to obtain work permits.



<https://northiamcep.e-sussex.sch.uk>

