

## Recruitment Job Pack

### Intervention Teacher EYFS/KS1



## Netley Primary School & Centre for Autism



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**NETLEY**  
PRIMARY SCHOOL  
AND CENTRE FOR AUTISM

13<sup>th</sup> December 2021

Netley Campus, 74 Stanhope Street, London NW1 3EX Tel: 020 3772 0350

email: [admin@netley.camden.sch.uk](mailto:admin@netley.camden.sch.uk) [www.netley.camden.sch.uk](http://www.netley.camden.sch.uk)

Dear Applicant,

Executive Headteacher **Bavaani Nanthabalan MA**

**Re: Intervention Teacher**

Thank you for showing an interest in our school. We are looking for a passionate teacher to join our happy and hardworking staff team. The post is a fixed term intervention post (until July 2022) with option to extend if opportunities arise. It is a role to teach a small group of 14 refugee children using personalised learning and EYFS curriculum. This is a role funded directly by Camden and so the pay scale will reflect a maximum of M3 on the Main Pay Scale.

The school is set in Netley Campus which includes Woodlands, Robson House PRU, Outreach and Language & Communication Team and an Adult Learning Centre. We are a large, culturally and socially diverse school with a strong inclusive ethos, driven by a committed and happy staff. The school is set in Regents Park estate, an area which has one of the highest poverty indices in England. We are very proud to have a centre for children who have Autism and Acorns, our provision for two year olds.

Please refer to the Person Specification when completing the application form, addressing all of the essential criteria. Reference should also be made to any of the desirable criteria if applicable.

- All completed application forms should be emailed to [jobs@netley.camden.sch.uk](mailto:jobs@netley.camden.sch.uk) marked '**Intervention Teacher EYFS/KS1 Application**'.
- Alternatively you may post or hand-deliver documents to Netley Primary School, 74 Stanhope Street, NW1 3EX, marked '**Intervention EYFS/KS1 Teacher Application**'.

You are strongly encouraged to visit the school and this can be organised by contacting the school on 020 3772 0350 or by emailing [jobs@netley.camden.sch.uk](mailto:jobs@netley.camden.sch.uk).

**Closing date for applications: Midday Monday 24<sup>th</sup> January 2022** Completed applications should be sent to [jobs@netley.camden.sch.uk](mailto:jobs@netley.camden.sch.uk) **Interview dates: 26th and 27th January 2022.**

If you have not heard from us by this time, then please note that on this occasion, your application has not been successful. Good luck!

Yours sincerely

**Gareth Morris**



## Job Description

### Class Teacher

*The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.*

*This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.*

**Grade:** Main Pay Grade (up to M3)

**Line Manager:** Assistant Head (SEN and Safeguarding)

### Core Purpose

#### The class teacher will:

- Have high expectations and work collaboratively with colleagues in ensuring a high quality education and care is provided to pupils.
- Fully support the school's vision and ethos, forge professional relationships, subscribe to the school's code of conduct and implement all policies.

### Teaching

#### ***Set high expectations which inspire, motivate and challenge pupils***

- Establish a purposeful learning environment where pupils feel secure and confident; where diversity is valued; where there are opportunities to maximize teaching and learning
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### ***Demonstrate good subject and curriculum knowledge***

- Have secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English across the curriculum
- Demonstrate a clear understanding of systematic synthetic phonics when teaching early reading
- Demonstrate a clear understanding of appropriate teaching strategies when teaching early mathematics

#### ***Plan and teach well-structured lessons***

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired and to develop independent study skills
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

- Teach clearly structured lessons which interest and motivate children (pupils' learning abilities taken in to account, learning objectives clearly shared with pupils, interactive work strategies are used, active and independent learning is promoted that enables pupils to think for themselves and plan and manage their own learning)
- Give immediate, constructive feedback which supports pupil learning, to enable pupil reflection and self-evaluation leading to improved learning
- Maintain an attractive, stimulating and well-organised classroom
- Provide oral and written assessments, reports and references relating to the development and learning of individual pupils or groups of pupils as required

#### ***Adapt teaching to respond to the strengths and needs of all pupils***

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### ***Make accurate and productive use of assessment***

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- Mark and assess pupils' work, using a range of monitoring and assessment strategies, evaluating pupil progress toward the planned learning objectives

#### ***Manage behaviour effectively to ensure a good and safe learning environment***

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### ***Fulfil wider professional responsibilities***

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being
- Set challenging learning and teaching objectives for whole class, groups or individuals, relevant to and based on knowledge of learners. These should take account of learning needs and abilities, attainment, expected standards for relevant age phase, range of work relevant to the age phase

- Build and maintain good working relationships with parents or carers
- Keep up-to-date with current educational thinking by attending relevant in-service training
- Take part in regular performance management
- Take part fully in the corporate life of the school

**Personal and professional conduct:**

You are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for you conduct as a teacher.

- Uphold public trust in the profession and 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 a teacher's professional 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
- 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
- Have proper and professional regard for the ethos, policies and practices of the school
- Maintain high standards of attendance and punctuality
- Have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.

## Person Specification

The candidates are required to address the selection criteria in their letter of application.

Candidates must show **evidence** of the following criteria, which will be used as part of the selection procedure:

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | <b>Essential</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Qualifications &amp; Professional Development</b> | <ul style="list-style-type: none"> <li>• A Degree or relevant professional qualification</li> <li>• Qualified teacher status</li> <li>• Ability to identify own learning needs</li> <li>• Enjoy challenge</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                      | <b>Desirable</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                      | <ul style="list-style-type: none"> <li>• Evidence of on-going professional development and research</li> <li>• Perform efficiently in all aspects of classroom practice</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Experience</b>                                    | <b>Essential</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                      | <ul style="list-style-type: none"> <li>• Evidence of consistently good to outstanding teaching</li> <li>• Successful experience of whole class teaching in an inner city primary school</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                      | <b>Desirable</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                      | <ul style="list-style-type: none"> <li>• Recent experience in a school with a majority of EAL Learners</li> <li>• Teaching experience across different age ranges</li> <li>• Awareness of the expectations of teachers working within culturally diverse communities</li> </ul>                                                                                                                                                                                                                                                                                                                                   |
| <b>Knowledge &amp; Understanding</b>                 | <b>Essential</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                      | <ul style="list-style-type: none"> <li>• Detailed knowledge of the National Curriculum requirements</li> <li>• Knowledge of how to monitor, assess and record evidence of children's learning</li> <li>• Have a working knowledge of teachers' professional standards, duties and legal responsibilities</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils including the use of digital technology</li> <li>• Secure knowledge of statutory requirements relating to the Primary National Curriculum</li> </ul>                       |
|                                                      | <b>Desirable</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                      | <ul style="list-style-type: none"> <li>• Knowledge and understanding of teaching children who have special educational needs and of children who are learning English as an additional language</li> <li>• Understanding of Equal Opportunities implications for teaching and learning</li> <li>• Successful experience in creating an effective learning environment and developing successful behaviour management</li> <li>• Have good knowledge experience of using digital technology to enhance learning</li> </ul>                                                                                         |
| <b>Skills &amp; Abilities</b>                        | <b>Essential</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                      | <ul style="list-style-type: none"> <li>• Ability to plan and teach the curriculum taking account of children's different needs and assessment for learning</li> <li>• Ability to use effective behaviour management strategies</li> <li>• Ability to work effectively as a team member and to make a contribution to the overall development of the school</li> <li>• Ability to work on own initiative and meet agreed deadlines</li> <li>• Ability to follow agreed school policies and procedures</li> <li>• Ability to communicate effectively with pupils, staff, parents and the wider community</li> </ul> |
| <b>Commitment</b>                                    | <b>Essential</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                      | <ul style="list-style-type: none"> <li>• Commitment to high standards for all pupils</li> <li>• Commitment to implementing the school's safeguarding and equality of opportunity policies both in the curriculum and the school organisation</li> <li>• Commitment to shared responsibility for health and safety in the workplace and how to implement it in this area of work.</li> </ul>                                                                                                                                                                                                                       |

# The Selection Process in Detail

## Application Deadline

Completed application forms must be received by : **Midday 24<sup>th</sup> January 2022.**

### To do this:

- Email to : [jobs@netley.camden.sch.uk](mailto:jobs@netley.camden.sch.uk) or
- Post/ hand-deliver documents to: Gareth Morris, Netley Primary School, 74 Stanhope Street, NW1 3EX **marked Intervention Teacher EYFS/KS1 Application.**

## Completing Your Application

Candidates are asked to complete all the standard information required on the application form addressing all of the essential criteria on the person specification in turn. Reference should also be made to any of the desirable criteria.

## References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least one professional reference is required.

## Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

The post will be offered subject to satisfactory completion of pre-employment checks.

## Interview Process

In order to make our recruitment process as effective as possible, we will follow the procedure outlined below:

- Shortlist applications against the criteria
- Shortlisted candidates will be asked to teach a lesson of 30mins
- This will be followed by an interview with a panel

# London Borough of Camden

Please complete in type or black ink and refer to guidance notes.

**Confidential**

## Return completed form to:

Gareth Morris, Netley Primary School, 74 Stanhope Street, NW1 3EX or email [jobs@netley.camden.sch.uk](mailto:jobs@netley.camden.sch.uk)

*Applications to be marked Classroom Teacher*

|                                         |                    |
|-----------------------------------------|--------------------|
| Applicant or employee no :              | Job reference no : |
|                                         |                    |
| Post applied for :                      |                    |
|                                         |                    |
| Where did you see this post advertised: |                    |

## PART A PERSONAL DETAILS(use block letters)

|                   |                   |
|-------------------|-------------------|
| Last Name:        | Home tel. no :    |
|                   |                   |
| First Name:       | Daytime tel. no : |
|                   |                   |
| Title:            | Mobile phone no : |
|                   |                   |
| Current Address : |                   |
|                   |                   |
| Email address :   |                   |

Are you applying for this post as a job share? YES NO

Do you require a work permit (please refer to guidance notes)? YES NO

## PART B EMPLOYMENT HISTORY, RELEVANT SKILLS & EXPERIENCE

Please tell us about all jobs, both full and part time, you have had since leaving secondary education, including voluntary or unpaid work. Starting with your most recent include details of leaving reasons and periods when you did not work. Continue on a separate sheet if necessary.

|                                                       |               |
|-------------------------------------------------------|---------------|
| Name and address of present or most recent employer : |               |
|                                                       |               |
| Job Title :                                           | Basic Salary: |
| Basic salary :                                        |               |



|                               |                |
|-------------------------------|----------------|
|                               |                |
| Date started :                | Until: Present |
| Brief description of duties : |                |

| From:<br>"mmyy" | To:<br>"mmyy" | FT/PT | Employer's name and<br>address | Job title, brief description of duties and reason for<br>leaving |
|-----------------|---------------|-------|--------------------------------|------------------------------------------------------------------|
|                 |               |       |                                |                                                                  |
|                 |               |       |                                |                                                                  |
|                 |               |       |                                |                                                                  |
|                 |               |       |                                |                                                                  |
|                 |               |       |                                |                                                                  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

**PART C EDUCATION, QUALIFICATIONS AND TRAINING**

Please give brief details of courses attended and examination results.

Secondary, further and professional education and qualifications

| Education establishment attended | Date | Examination/Results |
|----------------------------------|------|---------------------|
|                                  |      |                     |
|                                  |      |                     |
|                                  |      |                     |

Other training courses attended (including short, in-service training)

| Course title, level, results (if appropriate) | Date |
|-----------------------------------------------|------|
|                                               |      |
|                                               |      |
|                                               |      |

Membership of professional bodies (including registration numbers)

|                           |  |                                                 |  |
|---------------------------|--|-------------------------------------------------|--|
| (Teachers only) DfES no : |  | (Social Workers only)<br>GSCC registration no : |  |
|---------------------------|--|-------------------------------------------------|--|

### EXPERIENCE/RELEVANT SKILLS/FURTHER INFORMATION

Please state how your experience, skills, abilities and achievements to date would make you a suitable candidate for this post. Include details of any relevant unpaid or voluntary work. Please continue/attach a separate sheet if necessary.

## PART D REFERENCES

**Personal references will not be accepted.**

We will approach your last two employers, or your employers for the last five years (whichever is the longer), for references. Please provide contact details for all referees as required, one of which must be your current employer.

If you have not been employed please give the name of the head of education or training establishment and/or the manager of a voluntary group for whom you have worked.

A referee will normally be approached when/if a conditional offer is made.

|                |            |
|----------------|------------|
| Name :         | Job Title: |
|                |            |
| Address :      |            |
|                |            |
| Email :        |            |
| Telephone no : | Fax No.    |
| Name :         | Job Title: |
|                |            |
| Address :      |            |
|                |            |
| Email :        |            |
| Telephone no:  | Fax No.    |

## PART E RELATIVES/OTHER INTERESTS

**Canvassing of Councillors or officers in relation to this appointment will disqualify you.**

|                                                                                                                      |     |  |    |  |
|----------------------------------------------------------------------------------------------------------------------|-----|--|----|--|
| Are you related to a Councillor/employee of the Council or Governor of the school to which you are applying?         | Yes |  | No |  |
| If yes, please give brief details :                                                                                  |     |  |    |  |
|                                                                                                                      |     |  |    |  |
| If appointed, do you have any business and/or financial interests which might conflict with the duties of this post? | Yes |  | No |  |
| If yes, please give brief details :                                                                                  |     |  |    |  |
|                                                                                                                      |     |  |    |  |
| Have you left the employment of the London Borough of Camden in the last two years by reason of redundancy?          | Yes |  | No |  |

## PART F CRIMINAL RECORDS DISCLOSURE

### Criminal record disclosure for safeguarding roles with Regulated Activity

The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure by the applicant to the prospective employer and should not be taken into account by the prospective employer during the recruitment process.

Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website: [www.gov.uk/government/organisations/disclosure-and-barring-service/series/dbs-filtering-guidance](http://www.gov.uk/government/organisations/disclosure-and-barring-service/series/dbs-filtering-guidance)

Before answering the question below you will need to visit the website above, (or contact the DBS on 0870 909 0811), to determine whether or not there are matters you may need to disclose.

#### Do you appear on a barred list prohibiting you from working with children or vulnerable adults?

|                               |     |  |    |  |
|-------------------------------|-----|--|----|--|
| Children barred list          | Yes |  | No |  |
| Vulnerable Adults barred list | Yes |  | No |  |

#### Do you have any unspent or spent criminal convictions, cautions, reprimands and final warnings or outstanding criminal charges against you?

Yes - No

Have you ever been known by any other names? If yes, you must complete the full name(s):

|            |  |     |  |
|------------|--|-----|--|
| Surnames:  |  |     |  |
| Forenames: |  |     |  |
| From:      |  | To: |  |

NOTE: You will also be asked to give full details of any previous names you have held when you complete a DBS application if you are the successful applicant. This will be in compliance with the [DBS Code of Practice](#).

**Withholding criminal record information may lead to the withdrawal of an offer of employment or, if following appointment, to disciplinary action which may result in dismissal.**

## PART G PREVENTION AND DETECTION OF FRAUD

We have a duty to protect public funds. We may use the information you have provided on this form for the prevention and detection of fraud. We may also share this information with other bodies administering public funds solely for these purposes.

## PART H DECLARATION

I declare that the information supplied as part of my application is true and complete, and for any of this information to be checked and verified. I understand that any deliberate omission, falsification or misrepresentation as part of my application may be grounds for rejecting my application or should the discovery occur following appointment, termination of my employment.

Signed:

Date:

# London Borough of Camden

The London Borough of Camden is committed to equality and diversity in employment. In order to monitor and ensure the effectiveness of this, all applicants are asked to provide the following information. Any information given will be treated in the strictest confidence, and will be used solely for the purposes of monitoring.

This part of the form will be separated from the rest of your Job Application Form upon receipt and will not be considered as part of the short listing or appointment process.

## What is your gender?

|               |  |        |  |
|---------------|--|--------|--|
| Male          |  | Female |  |
| Date of Birth |  |        |  |

### Disability:

Under the terms of the Disability Discrimination Act 1995 'a person has a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities'. Individuals with the following conditions can now automatically be classified as having a disability: HIV, cancer, multiple sclerosis, severe disfigurements, certified blindness or partial sightedness.

|                                                                 |  |    |  |
|-----------------------------------------------------------------|--|----|--|
| Do you consider yourself to have a disability as defined above? |  |    |  |
| Yes                                                             |  | No |  |

## What is your ethnic group? Please tick (✓)

Our ethnic background describes how we think of ourselves. Ethnic background is not the same as nationality or country of birth. The groups listed below reflect the largest ethnic groups in Camden. You are asked to choose the ethnic group that is closest to how you see yourself and specify a more specific group if you wish.

### White:

|                                             |  |             |  |
|---------------------------------------------|--|-------------|--|
| Albanian (excluding Kosovan)                |  |             |  |
| Greek or Greek Cypriot                      |  |             |  |
| Kosovan                                     |  |             |  |
| Turkish or Turkish Cypriot                  |  |             |  |
| White British                               |  | White Irish |  |
| Any other White background, please specify: |  |             |  |
|                                             |  |             |  |

### Asian:

|                                             |  |           |  |
|---------------------------------------------|--|-----------|--|
| Bangladeshi                                 |  |           |  |
| Indian                                      |  | Pakistani |  |
| Any other Asian background, please specify: |  |           |  |
|                                             |  |           |  |

### Chinese or other ethnic group:

|                                  |  |
|----------------------------------|--|
| Chinese                          |  |
| Any other group, please specify: |  |
|                                  |  |

### Mixed:

|                                             |  |
|---------------------------------------------|--|
| White and African                           |  |
| White and Asian                             |  |
| White and Caribbean                         |  |
| Any other Mixed background, please specify: |  |

### Black:

|                                               |  |                  |  |
|-----------------------------------------------|--|------------------|--|
| African Congolese                             |  | African Nigerian |  |
| African Somalian                              |  | Black Caribbean  |  |
| Any other African background, please specify: |  |                  |  |
|                                               |  |                  |  |
| Any other Black background, please specify:   |  |                  |  |
|                                               |  |                  |  |