



COSTON PRIMARY SCHOOL

RECRUITMENT PACK

POSITON AVAILIABLE

- Teaching Partner
- Term time only (+ 5 training days) 28.75hrs/ wk
- Required for September 2024 or as soon as possible
- Salary : Ealing GLPC Grade 5



Closing Date: Monday 3rd June 2024

Interview Date : Friday 7th June 2024

The school reserves the right to change these dates and to close the vacancy at any time so early application is advised

“Coston is an inclusive and safe learning community that inspires us to achieve standards of excellence in all we think, say and do.”

Dear Applicant,

Thank you for showing an interest in Coston Primary School, and the position of a Teaching Partner. Coston Primary School is a two-form entry school in Greenford, with an Additional Resourced Provision for children with Autism. At Coston we refer to staff supporting teaching and learning as Teaching Partners because we believe that successful outcomes for children are the result of a strong, respectful and purposeful partnership between the teacher and the additional adults in the room.

We are looking for enthusiastic, highly motivated and creative teaching partner with a proven track record of supporting children to improve outcomes to join our team on an exciting journey to further develop our school.

Coston Primary School is committed to providing the best education for all children in order that they have the opportunity to reach their potential, and have choices about their future education and career pathways as they grow up.

If you are a strong, reflective practitioner with a passion for developing the very best in all children, and would like to be a part of this exciting stage in the school's development, then we would like to hear from you.

All completed applications should be emailed to the school office - admin@coston.ealing.sch.uk

Yours faithfully,

A handwritten signature in black ink, appearing to read 'K Moyse', with a horizontal line underneath.

Kate Moyse—Head Teacher

Coston Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to an enhanced DBS disclosure. This post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations. In line with KCSIE 2022 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence. Please refer to the Job Vacancy page on the school website for the Privacy Notice for Job Applicants

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Pupils' extremely positive attitudes to learning and excellent conduct are the result of seamless behaviour management. All staff adopt a positive approach and pupils rise to the high expectations. The engaging curriculum and the pace of lessons contribute significantly to pupils' enthusiasm within an environment conducive to learning. CHALLENGE PARTNERS QAR REPORT 2022

OUR VISION

Coston Primary School endeavours to create a happy, secure environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations and through committed, enthusiastic and effective teaching.

Aims:

- ◆ To be, and to be known as a caring and effective school.
- ◆ To serve the local community needs of parents/carers and children in all aspects of primary and pre-school education by responding to their ever-changing needs, and those of teachers and education in general, in a positive and forward looking manner, offering support and advice where necessary.
- ◆ To ensure that every child regardless of race, gender, religion, culture, background, physical or intellectual ability should be given equal access to all aspects of curriculum experiences.
- ◆ To ensure that the five outcomes for children from 'Every Child Matters', "Being Healthy", "Staying Safe", "Enjoying and Achieving", "Making a Positive Contribution", "Economic Well-being" are at the heart of the education we offer in our school.
- ◆ To foster a stimulating, caring environment committed to achieving standards of excellence.
- ◆ To educate our children, whatever their capabilities, by offering them effective access to the National Curriculum including Religious Education so that they leave us able to read and write, calculate and question effectively.
- ◆ To offer our children experiences that will encourage appreciation of beauty and develop a sense of awe, wonder and fun.
- ◆ To show by example, and through our teaching, how to learn from and work with one another in a positive and beneficial manner and to make our children aware that they have a responsibility for their actions and the consequences of them, and that they have a wider responsibility to other people as part of a family, as well as the local and wider community.
- ◆ Instil in our children respect for themselves and others which includes learning to respect and apply religious and moral values, and tolerate, through understanding cultures, faiths and ways of life different from their own.
- ◆ To develop happy, confident and caring people within a safe, stimulating and attractive environment, so that they acquire the knowledge and skills relevant to future adult life and employment in an ever-changing world.



What we are looking for

TEACHING PARTNER (from September 2024)

We are looking for enthusiastic, highly motivated and creative teaching partner with a proven track record of supporting children to improve outcomes to join our team on an exciting journey to further develop our school.

Successful candidates will:

- Be driven, motivated and passionate about making a difference to the children of our school community
- Demonstrate sound knowledge of child development;
- Have a commitment to sharing responsibility for improving outcomes for all children;
- Be fully committed to learning from and contributing to a team;
- Have excellent communication skills to engage children, parents and colleagues;
- Have GCSE (A—C) in Maths and English
- Be very well organised.

What we can offer

1. Friendly, welcoming school community
2. Children with great attitudes who are eager to learn
3. Pension contributions to the Pension Scheme
4. Cycle to work scheme
5. Ongoing CPD Programme
6. A friendly and supportive SMT and Governing Body
7. A professional stimulating and collaborative working environment
8. Excellent opportunities for professional development

Coston Primary School is an excellent school where we receive an interesting education in a variety of subjects. People are kind and respectful; they treat each other the way that they want to be treated. We feel safe at Coston because children follow the school rules.' - Herons class

Job Description

Post title	Teaching Partner
School:	Coston Primary School
Salary and grade:	Ealing GLPC Grade 5
Line manager/s:	The Head Teacher, Assistant Head Teacher with responsibility for SEN & ARP/ Class teachers
Supervisory responsibility:	None 8.30am – 3.00pm

Main purpose of the job:

- To work under the guidance of the class teacher in the planning and implementation of work programmes with individuals or groups of pupils or the whole class to promote effective teaching and learning.
- During the short-term absence of the class teacher a teaching partner may be required to supervise the whole class and deliver pre prepared activities.
- To provide general support to class teachers in the management and organisation of pupils and classrooms.
- To assist teachers in creating and maintaining a purposeful, orderly and supportive learning environment.
- To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop.

Main responsibilities and tasks

Support for pupils

- To support working relationship with the pupils, acting as role model and setting high expectations.
- To support pupils learning in the most effective way.
- To meet the personal needs of pupils whilst encouraging their independence.
- To support pupils with special educational needs through the delivery of specific learning programmes and to contribute to setting individual education plan (IPP) targets and to IPP reviews.
- To encourage pupils to interact and work co-operatively, ensuring all pupils are engaged in activities.
- To provide support in the delivery of the English and Maths curriculum

Support for Teacher

- To work closely with teachers to assist in the planning, development and delivery of all areas of the curriculum. In the short term unplanned absence of the teacher, to cover all pre-prepared activities to provide continuity for the pupils.
- As required, to prepare the classroom/outside areas for lessons, ensuring that resources and equipment are available and cleared away at the end of the lessons as appropriate.

- To work on classroom displays following consultation with the teachers.
- To observe, monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies determined by the teacher.
- To administer and mark routine tests under the guidance of the class teacher and in line with the school's marking policy.

Support to the school

- To attend relevant meetings and participate in training opportunities and professional development as required. On occasions this may include after school sessions for which at least one week's notice will be given.
- To provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with school policy.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required within contracted hours and to take responsibility for pupils under the supervision of the teacher.
- To assist with the general pastoral care of pupils, including helping pupils who are unwell, distressed or unsettled.
- To assist in the training and development of staff.
- To adhere to school health and safety policy including risk assessment and safety systems.
- To adhere to school policy on equality and diversity.
- To be aware of school policies and procedures concerning working with children and report any concerns to an appropriate named person. (This includes the reporting of safeguarding concerns immediately using the school's online recording package.)
- To assist with the supervision of pupils out of lesson time, but within both the school day and contracted hours as necessary for their safety.
- To assist with the lunch time supervision of children for part of the lunch break if required. (Time in lieu for a lunch break will be provided either before or after the lunch period)

Support to the curriculum

- To assist with the development of basic English, Maths, Science and ICT skills and to support their use in learning activities.
- To help adapt and plan the development of resources necessary to lead learning activities, taking into account pupils' interests, language and cultural backgrounds.
- To undertake broadly similar duties commensurate with the level of the post as required by the Head Teacher.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Person Specification

Education and Experience		ESSENTIAL	DESIRABLE
1.1	Very good numeracy and literacy skills. (Minimum GCSE Maths and English at Grade 6 and above)	√	
1.2	Experience of working with relevant age groups within a learning environment.		√
1.3	Experience of working with children with additional needs or English as an Additional Language		√
1.4	First Aid at Work qualification (or equivalent)		√
1.5	Experience of general clerical/ administrative work.	√	
1.6	Training in relevant strategies in appropriate curriculum or learning area.		√
Knowledge, Skills and Abilities		ESSENTIAL	DESIRABLE
2.1	Ability to work well as part of a team.	√	
2.2	An understanding of classroom roles and responsibilities.	√	
2.3	Good working knowledge of national curriculum and other relevant learning programmes		√
2.4	An ability to understand the principles of child development and learning processes and in particular barriers to learning.	√	
2.5	Ability to observe, monitor and provide constructive feedback on pupils progress	√	
2.6	Good working knowledge of relevant policies and codes of practice and awareness of relevant legislation.		√
2.7	Ability to contribute to plan effective actions for pupils at risk of underachieving		√
2.8	Ability to build and maintain effective relationships with pupils, treating them equitably with respect and consideration.	√	
2.9	Ability to understand the roles of parents and carers in pupils learning and demonstrate ability to liaise with parents and carers sensitively and effectively .	√	
2.10	Ability to provide necessary personal care to children.	√	
2.11	Ability to successfully complete/ update first aid training as required.		√
2.12	Ability and willingness to identify own training needs and participate in training and evaluate own learning	√	
2.13	To be responsible for promoting and safeguarding the welfare of children and young people within the school.	√	
2.14	The ability to converse at ease with all school stakeholders and provide advice in accurate spoken English is essential for this post	√	
COMMITMENT		ESSENTIAL	DESIRABLE
4.1	Demonstrate a commitment to safeguarding and child protection	√	
4.2	Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom	√	
4.3	Promote the school's vision and ethos	√	

N.B. Selection decisions will be based on the criteria outlined above. When completing your application form and supporting statement, you should ensure that you address the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience. **Supporting statements should be no more than 3 sides of A4 (Ariel font 12)**

Guidance Notes

Guidance notes to help you complete the Ealing schools support staff application form

These notes are here to help you submit the best possible application you can. We strongly recommend that you read them before you start work on your application.

Before you start

Read carefully all the information about the post especially the person specification, which lists the skills, knowledge, experience and qualifications needed. Make sure you read it before filling in the application form. . If you have not received either the person specification or the job description please contact the relevant school.

Your application form and especially the supporting statement are the only pieces of information we have about you. Unless you clearly demonstrate in your application how you meet the requirements of the post you may not be shortlisted.

Filling in the application form

Read the application form carefully before you start. We are an equal opportunities employer and select candidates for interview on the basis of how well they complete the application form.

1. Personal details

It is important that you fill in this section accurately and in full. Please do not leave any section blank. If it is not applicable please indicate with N/A.

2. Present /most recent post and

3. Employment history

Start with your current or last employer and work backwards making sure the dates are in the correct order. Provide the job title with responsibilities and the period you worked for them. It is important that you provide an explanation for any gaps in employment. Any voluntary work undertaken should also be included.

4. Education and training

Give a list of all the qualifications you possess and relevant training courses you have attended. Information here will be used to assess whether you meet the qualification requirements. Ensure nothing important is omitted. Please note that you will be asked to provide originals or certified copies of relevant certificates.

5. Rehabilitation of Offenders Act

The school has a duty to protect children and young people in its care. Please ensure you complete this section fully. Successful applicants will be required to apply for an enhanced disclosure from the Criminal Records Bureau (CRB). Further information can be found at www.disclosure.gov.uk

6. References

References may be taken up before interview. If you have not worked for some time give the name of someone who knows about what you can do and who can comment on your ability to do the job. Any issues raised in the references may be discussed at interview. Please do not submit open testimonials with this application form.

7 If you have a disability

Ealing schools are committed to employing people with disabilities. If you have a disability you want us to know about please give details of adjustments you require for the selection process or to do the job itself.

8. Supporting statement

a) This is the most important part of your application, as it is where you show how you have the skills and knowledge for the post.

Make sure you read both the job description and the person specification to ensure that what you write is relevant. For each point you will need to explain/give examples of how your skills, knowledge and experience make you suitable for the job. It would be helpful if you could number your responses to match those on the person specification.

If completing a paper application form we would prefer that the supporting statement be typed on separate sheets of paper. Please make sure that your name and the post you are applying for is on the top of any separate sheet. Hand written statements are acceptable but remember they need to be clear enough to read and be photocopied.

b) This is a more general statement about you and your personal attributes.

Monitoring information

Please remember to complete the monitoring information. This is important information that the Council needs in order that we can determine whether our equal opportunities policy is working with regard to employment. Also please sign and date the form. If you are completing the application form on line you will be asked to sign the form at interview.

Some points to bear mind

- Your application should be written in a concise, well-organised and positive way.
- Use active words such as 'I planned', 'I organised'.
- Do a rough draft first aiming to make impact throughout but especially with your first and last sentence. This avoids mistakes and allows you to organise your application properly.
- Do not submit the same application for all jobs. Remember no two local authorities will be looking for exactly the same thing so look at the requirements listed.
- Re-read what you have written, then look again at the person specification. Have you addressed all areas? Do you sound positive and confident?
- When you are satisfied with your application, check again that all parts are complete and take a photocopy before sending it off so you can remember what you have written, if you are called to