



Chapel End Infant School & Early Years Centre

Recruitment Pack

Class Teacher

Permanent, Full Time Contract

Salary: M1 to UPS dependent upon experience

**Waltham Forest Council is committed to safeguarding children,
young people, and vulnerable adults.**

Dear Applicant,

Thank you for your interest in this exciting opportunity to join Chapel End Infant School and Early Years Centre as a Class Teacher.

Our vision: *'To provide the children of Chapel End with a high quality educational experience within a nurturing environment, giving them the best possible start to their lifelong journey'* is what guides us on a daily basis.

We are a welcoming and diverse school set in lovely grounds across two sites. During our recent Ofsted inspection (September 2022), it was noted that 'warm relationships between staff and pupils are rooted in the school's values. All are treated with kindness and respect.'

To add to our professional, skilled and friendly team, we wish to appoint a class teacher, who is passionate and dedicated. The successful candidate will foster a love of learning with the children and will be determined to achieve the very best for every child. This post is suitable for an experienced teacher or an early career teacher looking for their first teaching role.

It is essential that you are nurturing, conscientious and organised. We are looking for applicants with a high degree of motivation and professionalism. Your ability to build positive relationships and work as part of a team will be essential to our selection process.

I hope this application pack and the information available generally on our [website](#) will give you all the information you need about our school. We would encourage you to arrange a visit to the school, please contact our school office on: 020 8527 1388 or school@chapelend-inf.waltham.sch.uk.

I look forward to receiving your application pack.

Janice Chaplin

Headteacher

How to Apply

To apply for the post, please complete an application form and include a personal statement, which clearly demonstrates your suitability for this role. Please send your completed application pack via email to school@chapelend-inf.waltham.sch.uk, or drop it off at the Infant school office on Beresford Road (address below).

Closing Date

Please ensure your application arrives by **12.00pm** on the closing date of **17th May 2024**.

Shortlisting

Shortlisting will take place on **Monday 20th May**, if you have not heard from us by the end of the shortlisting day, please assume that unfortunately on this occasion, your application has not been successful.

Interviews

Interviews will take place on **Tuesday 21st and Wednesday 22nd May**.

Safeguarding

Applicants called for interview are kindly requested to contact their referees so that references are received ahead of the interview dates.

Chapel End Infant School & Early Years Centre is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school follows safer recruitment practices and the successful applicant will be required to apply for an Enhanced Disclosure and Barring Service check. A copy of our Safeguarding Policy is available to view on our website. We may choose to undertake an online search of candidates.

Location





Chapel End Infant School & Early Years Centre

Job Description

Class Teacher

Note: The Council expects all its employees to have a full commitment to the Council's equal opportunities policy and acceptance of personal responsibility for its practical application. All employees are required to comply with and promote the policy and to ensure that discrimination is eliminated in the service of the authority.

The teacher is responsible to the Head Teacher.

This job description is based on the DfE Teacher Standards which define the core purpose and functions expected of a good teacher.

Core Purpose

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- 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.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a 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, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. 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
- 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).

5. 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.

6. 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.

7. 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.

8. 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.

Personal and Professional Conduct

A teacher is 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 conduct throughout a teacher's career.

- Teachers 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.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Headteacher.

This job description does not form part of the contract of employment. It describes the way in which the Teacher is expected and required to perform and complete the particular duties as set out above.



Chapel End Infant School & Early Years Centre

Class Teacher

Chapel End Infant School & Early Years Centre is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All adults are required to adhere to the school's safeguarding policies and practices. As part of the School's safe recruitment procedures all staff regularly undergo an enhanced DBS check.

Qualifications	Essential/ desirable
➤ Qualified Teacher's Status	E
➤ Teacher training in the appropriate phase	E
➤ Evidence of continuing professional development	D
Knowledge	
➤ An understanding of and commitment to the principles of safeguarding and promoting the welfare of children and young people	E
➤ A good knowledge of the KS1/EYFS curriculum and assessment	E
➤ Knowledge of phonics	D
Teaching expertise and experience	
➤ Experience of teaching (practice) in a mainstream setting in a multi-cultural school	E
➤ Experience of successful teaching (practice) across more than one Key Stage	D
➤ Commitment to innovative teaching styles	E
➤ Understanding of the development of early reading and writing, including the effective teaching of phonics	E
➤ Understanding of use of data both to track progress of learners and to inform teaching	D
➤ Knowledge of the principles of differentiating work to meet the needs of different groups of learners within the same classroom	E
➤ Understanding of the factors which create barriers to learning, and an ability to implement appropriate strategies for reducing inequalities and promoting social inclusion	E
➤ Understanding of the principles of good behaviour management	E

➤ A commitment to the importance of parental and local community involvement in pupils' learning	E
<i>General Skills and attributes</i>	
➤ Good organisational skills	E
➤ Good IT skills	E
➤ Excellent interpersonal skills	E
➤ Excellent communication skills: oral and written	E
➤ Ability to work under pressure and keep a sense of perspective and fun	E
➤ Ability to prioritise	E
➤ Ability to think creatively in order to solve problems	E



Equality Statement

Waltham Forest is a diverse borough where diversity is valued and is integral to both service delivery and employment of its staff.

The Council is proud of its rich mix of communities and as the largest employer in the area, it works hard to respond to the changing needs of its population. We use our statutory duties on race, gender and disability equality and best practice in respect of age, faith and sexual orientation to ensure equality of opportunity in the workplace.

The Council is committed to meeting its 4 equality objectives:

- Promoting equality of opportunity
- Opposing all forms of discrimination, intolerance and disadvantage
- Ensuring our workforce reflects the diverse communities of Waltham Forest at all levels.
- Providing fair, appropriate, accessible and excellent Services to all.

Respecting Diversity is a core Council value.

Please see our [website](#) for the schools Equality Information and Objectives, as well as Waltham Forest's Equal Opportunities Policy Statement and Equality Act 2010 guidance.



Safer Recruitment Statement

1. Introduction

This statement sets out the minimum requirements of the recruitment process that aims to:

- Attract the best possible applicants to vacancies
- Deter prospective applicants who are unsuitable for work with children, young people, and vulnerable adults
- Identify and reject applicants who are unsuitable for work with children, young people and vulnerable adults.

At least one interview panel member must have completed the Council's safer recruitment training.

All managers are advised that the wider recruitment policy and procedure must be looked at prior to commencing a recruitment campaign. This statement looks solely at safer recruitment.

2. Inviting Applications

2.1 All recruitment advertisements will include the statement

"Waltham Forest Council is committed to safeguarding children, young people, and vulnerable adults."

2.2 Prospective applicants will be supplied, as a minimum, with the following:

- Job description and person specification

- Waltham Forest Council Safer Recruitment Statement
- Online Application Form
- Equal Opportunities Statement

2.3 All prospective applicants must complete, in full, an application form accounting for any gaps in their education or employment history.

3. Short Listing and References

3.1 Short-listing of candidates will be against the person specification for the post.

3.2 Where requested and where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage.

3.3 References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.

3.4 All referees will be contacted by telephone in order to clarify any anomalies or discrepancies and to verify the identity of the referee. A detailed written note will be kept of such exchanges.

3.5 Referees will always be asked specific questions regarding:

- The candidate's suitability for working with children, young people, and vulnerable adults;
- Any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children, young people, and vulnerable adults;
- The candidate's suitability for this post.

3.6 Waltham Forest Council employees are entitled to see and receive, if requested, copies of their employment references.

4. The Selection Process

4.1 Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates.

4.2 Interviews will always be face-to-face.

4.3 Candidates will always be required to:

- Explain satisfactorily any gaps in employment;
- Explain satisfactorily any anomalies or discrepancies in the information available to the panel;
- Declare any information that is likely to appear on a DBS;
- Demonstrate their capacity to safeguard and protect the welfare of children, young people, and vulnerable adults.

4.4 Waltham Forest Council will always:

- Confirm the outcome of the interview to the applicant within one week
- Give detailed feedback on the interview if requested by the applicant

5. Employment Checks

5.1 All successful applicants are required to:

- Provide proof of identity
- Complete a vetting form
- Complete a DBS application and receive satisfactory clearance
- Provide actual certificates of qualifications
- Complete a confidential health questionnaire
- Provide proof of eligibility to live and work in the UK

6. Induction and Probation

6.1 All staff who are new to Waltham Forest Council will receive an Induction that includes the Council's Safeguarding policies and guidance on safe working practices.

6.2 All new staff will be subject to a 6 month probation period as detailed in the probation policy, which will provide a formal framework for ensuring that the standards of performance set by the Council are fully communicated. Checks will also be put in place during the probationary period to ensure safeguarding has been covered.

Please note that the school reserves the right to undertake an online search of candidates.