

EASTBURY COMMUNITY SCHOOL

APPOINTMENT OF Primary Teacher (EYFS) Primary Phase

January 2021/ Immediate Start

Date of advert: TES

Closing Date: 24.11.2020

Short listing: 25.11.2020

Interviews: Week commencing 30.11.2020

Advert

EASTBURY COMMUNITY SCHOOL
Hulse Avenue
Barking
Essex IG11 9UW

Reception Primary Teacher
January 2021/Immediate Start
Temporary/Permanent contract
MPS incorporating Inner London Allowance
Roll 1800 (Secondary) 270+ (Primary)

Excellent opportunity for an inspirational teacher to join our forward thinking primary team in a recently opened all through 3-19 community school. The school was judged good with an outstanding sixth form in July 2018.

We are at the heart of an ethnically diverse community in London East, 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 on a brand new campus.

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.

We are seeking a well-qualified and ambitious professional who is motivated to make a difference to the life chances of children and help the school to move to overall outstanding. The post would suit a team player who is committed to the happiness, well-being, self-esteem and progress of everyone at the school.

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 in which teaching and learning are the key priorities
- Career development and coaching (leadership training)
- Access to the LBBB affordable quality housing scheme
- 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 and return the application form to the Headteacher's PA, Karen Dunnell kdunnell@eastbury.bardaglea.org.uk. The closing date for applications is midday 24.11.2020 (Interviews week commencing 30.11.2020).

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 Primary Reception Teacher

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 develop their professional skills and expertise in preparation for further promotions. We are seeking a talented, inspirational and adaptable teacher who wants to further their career, in a forward thinking school. The self-motivation and resilience to ensure the highest standards of care, achievement and attainment for our young people is essential.

Successful primary teachers at Eastbury 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).
- Committed to working in an all through school and willing to collaborate with secondary colleagues in our own school and across the borough.

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. 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 a growing in both number (two-form entry in our primary phase and ten- form entry in the secondary phase) and in reputation. 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/>).

The school is a large, well-ordered and diverse community, which enjoys an excellent reputation. The school strives to be at the forefront of educational improvement and we were recently featured in the Independent on Sunday www.independent.co.uk Our success is founded on the traditional values of academic excellence, self-discipline, responsibility and respect for others.

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) 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 Aisha Raymond, Head of Primary Phase on 0208 507 4602 (ara@eastbury.bardaglea.org.uk) or David Dickson, Executive Head teacher on 0208 507 4518 (ddi@eastbury.bardaglea.org.uk) to arrange a telephone appointment. 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



DAVID DICKSON
Executive Headteacher

Aisha Raymond
Head of Primary

EASTBURY COMMUNITY SCHOOL

Primary Phase - Reception Teacher Job Description

Post Title:	<i>Classroom Teacher – Main Professional Grade</i>
Purpose:	<ul style="list-style-type: none"> • In cooperation with the Head of Primary , to implement and deliver an appropriately broad, balanced, relevant and differentiated EYFS curriculum for pupils and to support the Primary curriculum areas as appropriate; in accordance with the aims of the school and the curricular policies determined by the Governing Body, Head of Primary, EYFS Leader KS Leaders and Executive Head of the school. • To monitor and support the overall progress and development of pupils as a class teacher • To facilitate and encourage learning experiences which provide pupils with the opportunity to achieve their individual potential and academic growth. • To become an increasingly effective practitioner, leading to improved and sustained standards of teaching and learners’ attainment. • To be responsible for the continuing review and development of their professional practice, providing evidence of their improving skills and the ability to work with colleagues, and of their potential capacity to meet the performance threshold/ senior teacher standards. • To work as directed by the Head of Primary, KS Leaders meeting School standards. • To personalise learning for the pupils under your care so that achievement is accessible to all. • To be accountable for the progress of the pupils in your class. • To share good practice with colleagues and be willing to undergo INSET to develop and enhance your own good practice. • To contribute to keeping the school informed of the characteristics of high quality teaching and learning, and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students with particular reference to the area of responsibility. • To use comparative data, together with information about students’ prior attainment to establish benchmarks and set targets for student improvement within your class. • To act as an advocate for a subject area both outside and inside school • To contribute to developing systems for behaviour for learning and thus contribute to whole school strategies. • In cooperation with the Head of Primary and KS Leaders ,ensure the monitoring of teaching and learning in the Primary • To liaise with other teachers to meet individual and thus whole school targets. • With the Head of Primary, to provide and analyse current data as required regarding the performance of your class.
Reporting to:	Head of Primary and EYFS Phase Leader
Responsible for:	The provision of a full learning experience and support for pupils in your class.
Liaising with:	Executive Head, EYFS & KS Leaders, Head of Primary, teaching/support staff, LEA representatives, external agencies and parents.
Working Time:	195 days per year. Full-time

Salary/Grade:	Main Professional Grade
Disclosure level	Enhanced
MAIN (CORE) DUTIES	
Operational/ Strategic Planning	<p>Be responsible for the learning and achievement of all pupils in the class, ensuring equality of opportunity throughout</p> <ul style="list-style-type: none"> • 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 • Demonstrate outstanding Early Years practice in all areas
Curriculum Provision:	To assist the Head of Primary and KS Leaders in order to ensure that the EYFS curriculum area provides a range of teaching which compliments the school's strategic objectives.
Curriculum Development:	To assist in the process of EYFS curriculum development and change so as to ensure the continued relevance to the needs of students, DfE and the school's Mission and Strategic Objectives.
Staffing	
Staff Development: Recruitment/ Deployment of Staff	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • To help to implement school quality procedures and to adhere to those. • To contribute to the process of monitoring and evaluation of the EYFS curriculum area 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 and EYFS provision. • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • To communicate effectively with the 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Manage the class effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge. • 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.
EYFS /Primary Teaching Duties:	<ul style="list-style-type: none"> • To teach pupils according to their educational needs, assessing and marking pupil work. • To assess record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that ICT and the Primary Areas of learning are reflected in the teaching/learning experience of students • To undertake a designated programme of teaching for the Primary. • To ensure high quality learning experiences for pupils which meet internal and external quality standards. • To prepare and update subject materials. • To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of the EYFS Phase. • To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures. • To assess pupil learning and give written/verbal and diagnostic feedback as required.
Proposed Other Specific Duties:	
<ul style="list-style-type: none"> • 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 – Primary Teacher MPG + Inner London Allowance

Qualifications <ul style="list-style-type: none">• QTS• Current DBS in place by start of post
Experience + Training <ul style="list-style-type: none">• Experience of Teaching in EYFS 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 <ul style="list-style-type: none">• A good knowledge and understanding of the EYFS 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.
Personal Qualities <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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.