



Ashdene Primary School Recruitment Pack



Excellence: everyone, everywhere, every day.



Ashdene is very fun!
Y1 child

Teachers do lots of stuff
to help you remember.
Y4 child



You get to go on
lots of trips.
Y6 child



We want you to be not
mean but a bit strict
so we can learn.
Y4 child

Children here are very
friendly and nice.
Y3 child



Benefits of working at Ashdene

Attainment throughout the school is exceptionally high. At the end of key stages 1 and 2, pupils routinely achieve well above national averages in reading, writing and mathematics. Ofsted (2019)

There is a climate of strong teamwork and mutual accountability which improves school leadership. Ofsted (2019)

Recognition initiatives

Pension

15% PPA for all teachers

Exceptional CPD offer

Well-being team

'When I started at Ashdene I was immediately struck by the welcoming community!'
Rebecca Gill
(Class Teacher)

Teaching is innovative and imaginative. Consequently, pupils are keen to learn. Ofsted (2019)

Friendly and supportive staff team

Opportunities for flexible working

Annual flu jobs

Tax free childcare scheme

Flexible and dynamic leadership



Pupils are respectful, thoughtful and well-mannered. They move around the school sensibly. They greet visitors with a warm welcome, contributing to the school's happy, inclusive atmosphere. Ofsted (2019)

'I love the community feel of the staff team at Ashdene. Everyone is supportive of each other and works together to do the best for the children.'
Rachael Cottey, Teaching Assistant

Leaders have designed a curriculum that is vibrant and very well planned. This supports pupils' outstanding progress in a wide range of subjects, including reading, writing, mathematics, art, science and computing. Ofsted (2019)

Our ECT offer

‘Ashdene is like a big family. You feel immediately welcomed and exceptionally well supported. I would not work anywhere else.’ Emily Gorton ECT



Leaders are unwavering in their focus to improve the quality of teaching and learning. This has been instrumental in raising the school's effectiveness. Leaders use their knowledge of pupils and staff to make sure that everyone is doing their very best. Leaders offer praise when it is due and challenge when it is needed.
Ofsted (2019)

Pupils have a strong sense of pride in their school community. They are confident and curious learners. Pupils are taught to be responsible and compassionate. They play an active part in establishing a warm and inclusive atmosphere. Their personal development is outstanding.
Ofsted (2019)

Our CPD offer

Leadership Team/Senior Leadership	UPS Teachers	MPS Teachers	ECTs
First Aid Training Safeguarding Level One Training – every 3 years Online prevent training – every 3 years Online anti-bullying training ECM School – online training videos Beacon Inner Circle – Online Resources Walkthrus Epi-pen training			
The Key for school leaders online training	National Professional Qualification for Leading Teacher Development (up to 8 out of school study days)	National Professional Qualification for Leading Teacher Development (up to 8 out of school study days))	Best Practice network Early Career Development Programme - supported by in school mentor weekly meetings
National Professional Qualification for Senior Leadership (up to 8 out of school study days)	National Professional Qualification for Leading Teaching (up to 8 out of school study days)	National Professional Qualification for Leading Teaching (up to 8 out of school study days)	1 X lesson per week team taught with school leader/UPS teacher
National Professional Qualification for Headship (up to 8 out of school study days)	National Professional Qualification for Leading Behaviour and Culture (up to 8 out of school study days)	National Professional Qualification for Leading Behaviour and Culture (up to 8 out of school study days)	
National Professional Qualification for Executive Leadership (up to 8 out of school study days)	National Professional Qualification for Leading Literacy (up to 8 out of school study days)	National Professional Qualification for Leading Literacy (up to 8 out of school study days)	
MSc in Education Leadership and Management (up to 8 out of school study days)	National Award for SEN coordination – discuss opportunity for this with HT/HoS	National Award for SEN coordination – discuss opportunity for this with HT/HoS	
Further safeguarding training	Level 3 Team Leader/Supervisor Apprenticeship	Level 3 Team Leader/Supervisor Apprenticeship	
	Level 5 Departmental/Operations Manager Apprenticeship	Level 5 Departmental/Operations Manager Apprenticeship	

Office Staff	Higher Level Teaching Assistants	Teaching Assistants	Midday Assistants
Diploma for School Business Managers – discuss opportunity for this with HT/HoS	HLTA Status	HLTA Status – in discussion with line manager	Beacon – Successful Supervisors Training
SIMS Training		Teaching Assistant Level 3 – in discussion with line manager	Beacon Inner Circle – online training
GVO Training			
Mandatory Training for all			
First Aid Training	First Aid Training	First Aid Training	First Aid Training
Safeguarding Level One Training – every 3 years	Safeguarding Level One Training – every 3 years	Safeguarding Level One Training – every 3 years	Safeguarding Level One Training – every 3 years
Online prevent training – every 3 years	Online prevent training – every 3 years	Online prevent training – every 3 years	Online prevent training – every 3 years
	Online anti-bullying training	Online anti-bullying training	Online anti-bullying training

The above are offered to staff in addition to weekly professional development meetings and INSET. All support staff are very welcome to attend weekly professional development meetings and can be paid overtime for attendance if approved by their line manager.

Other training will be arranged as necessary e.g. diabetes training, trauma and attachment training, safer recruitment etc.

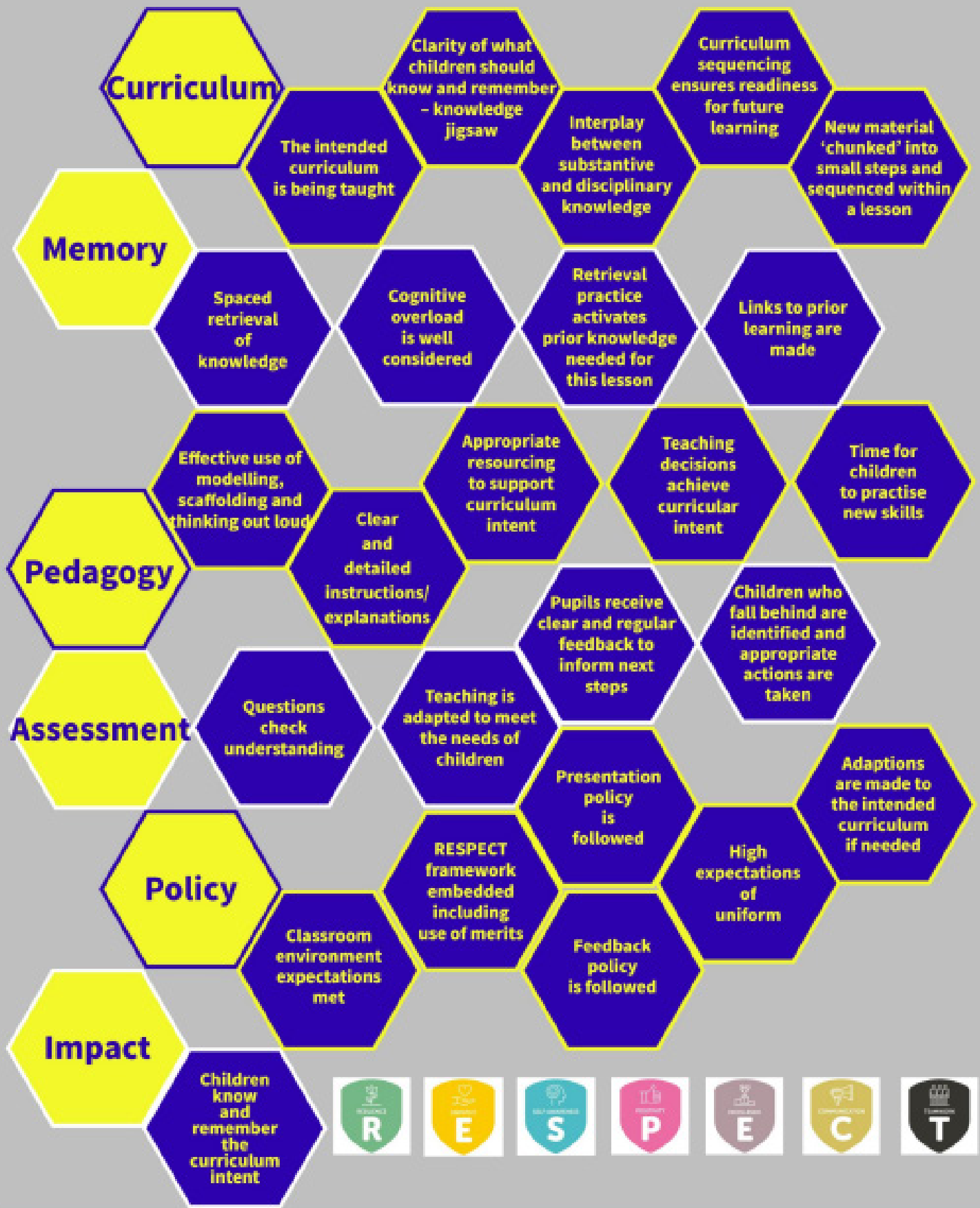
Ashdene are committed to ensuring all members of staff have the opportunity to continue to develop their knowledge and skills – should you require any training that is not available through the routes above then please speak to a member of the Leadership Team.

‘I started at Ashdene as a newly qualified teacher eight years ago. I have been provided with the best opportunities to develop professionally and I am really proud to say that I have recently been promoted to Assistant Headteacher.’
 Sarah Roberts, Assistant Headteacher



Every teacher needs to improve, not because they are not good enough, but because they can be even better.
Dylan William

Teaching and Learning



Teacher Job Description

Ashdene is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Main purpose

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards



Duties and responsibilities

Teaching

Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work

Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment

Adapt teaching to respond to the strengths and needs of pupils

Set high expectations which inspire, motivate and challenge pupils

Promote good progress and outcomes by pupils

Demonstrate good subject and curriculum knowledge

Participate in arrangements for preparing pupils for external tests

Add any other duties of particular relevance to your school

Whole-school organisation, strategy and development

Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision

Make a positive contribution to the wider life and ethos of the school

Work with others on curriculum and pupil development to secure co-ordinated outcomes

Provide cover, in the unforeseen circumstance that another teacher is unable to teach

Add any other duties of particular relevance to your school



Health, safety and discipline

Promote the safety and wellbeing of pupils

Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Add any other duties of particular relevance to your school

Professional development

Take part in the school's appraisal procedures

Take part in further training and development in order to improve own teaching

Where appropriate, take part in the appraisal and professional development of others

Add any other duties of particular relevance to your school

Communication

Communicate effectively with pupils, parents and carers

Add any other duties of particular relevance to your school

Working with colleagues and other relevant professionals

Collaborate and work with colleagues and other relevant professionals within and beyond the school

Develop effective professional relationships with colleagues

Add any other duties of particular relevance to your school

Personal and professional conduct

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school

Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Add any other duties of particular relevance to your school

Management of staff and resources

Direct and supervise support staff assigned to them, and where appropriate, other teachers

Contribute to the recruitment and professional development of other teachers and support staff

Deploy resources delegated to them

Add any other duties of particular relevance to your school

Other areas of responsibility

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

CRITERIA	QUALITIES
Qualifications and experience	<ul style="list-style-type: none">• Qualified teacher status• Degree• Successful primary teaching experience (this can be teacher training placement experience if you are an ECT).
Skills and knowledge	<ul style="list-style-type: none">• Knowledge of the National Curriculum• Knowledge of effective teaching and learning strategies• A good understanding of how children learn• Ability to adapt teaching to meet pupils' needs• Ability to build effective working relationships with pupils• Knowledge of guidance and requirements around safeguarding children• Knowledge of effective behaviour management strategies• Good ICT skills, particularly using ICT to support learning
Personal qualities	<ul style="list-style-type: none">• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school• High expectations for children's attainment and progress• Ability to work under pressure and prioritise effectively• Commitment to maintaining confidentiality at all times• Commitment to safeguarding and equality





PREAMBLE

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.

PART ONE: 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.

PART TWO: 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.