



St Edward's Primary School, Romford



Class Teacher & Reception Year Group Leader Candidate Information Pack



Dear Colleague,

Thank you for your enquiry about this exciting opportunity at St Edward's Primary School. I am delighted to enclose our application pack, giving details of the role.

St Edward's is a very special place with a distinctive Christian ethos. Our staff, parents, and our governors are very proud of our school with its excellent team of dedicated teachers, support staff and its enthusiastic and caring children. All come together to create a lively and engaging atmosphere in which to work, teach and learn. Whilst we are inclusive in appointing staff of all faiths and none, we require staff to uphold and participate in our school's Christian life.

At St Edward's, our staff turnover is very low, so this is an exciting opportunity to join our school team. Following the promotion of one of our Middle Leaders to another school in the diocese, we are looking to appoint a Class Teacher to join our teaching staff who has a passion for Early Years and a willingness to lead our Reception team.

We want someone who has very high expectations of themselves and the children they work with. We have excellent professional development opportunities as a school. This year, all of our teaching staff are completing the NPQLT (National Postgraduate Qualification in Leading Teaching). A number of staff have also completed the NPQSL and the NPQH. This would be a great opportunity for a current Early Years teacher/leader, looking for a new opportunity, or a teacher looking for their first step into middle leadership. Wherever you are on your journey, you can be assured of the support and encouragement of our leadership team.

As a school we are passionate about supporting the wellbeing of our staff. Our wellbeing charter can be found on our [website](#). As a school we have very low staff turnover, something we are incredibly proud of. We also understand and experience the benefits of a part-time member of staff, enabling them to commit to both work and wider life responsibilities. If you are looking for a part-time role, please state this in your personal statement.

If you would like to find out more about the role, or if you would like to visit our warm and welcoming school, please do not hesitate to contact David Kendrick-White (PA to the Head Teacher), who will put us in touch or arrange a time, either by telephone (on 01708 745971) or by email (contact@stedwardsva.net).

I hope to hear from you soon,

Kindest Regards

Chris Speller

Head Teacher



Working at St Edward's Primary School

St Edward's is a large multicultural Church of England primary school, with pupils travelling from a wide area to come here. We are a three-form entry school with a Nursery and are fully inclusive. The school has a well-established management structure with a Deputy Head, three Assistant Heads, Year Group Leaders and a School Business Manager to support the Head Teacher. Our staff work closely together and support staff are an important part of this team. Visitors to the school often remark on the special 'feel' that St Edward's has and new staff frequently comment on how friendly and supportive everyone is and how welcome they have been made to feel.

We are situated a ten minute walk away from the town centre of Romford with its excellent transport links to London (30 minutes). Romford is a busy market town in the London Borough of Havering with plenty of shops and places to eat and with lovely parks to enjoy.

Our school is over 300 years old and started off as a Charity School in a room above the porch at St Edward's Church in Romford Market Place. We have grown considerably since those days and now have a large site in Havering Drive with nearly 650 pupils on roll, including a Nursery with up to 30 hours provision. We are proud of our history but are also keen to move forward so that we can equip all of our pupils for the challenging and fast changing world in which we live.

Our pupils have mainly White British or African backgrounds. The number of pupils who speak English as an additional language is above national averages, as is the number of children with Special Educational Needs. We have an excellent SEN provision in our school, being accredited as a 'Centre of Excellence' by the Inclusion Quality Mark. In September 2023, we opened our SEND Unit (ARP), 'The Treehouse', for children with a diagnosis of Autism.

As a church school, the Christian ethos is embedded in our school and worship is very important to us. Our core Christian values are Friendship, Thankfulness, Truthfulness, Trust, Forgiveness, Respect, Reverence and Responsibility. Each year group has adopted one of these core values and staff are asked to support the Christian ethos. Our last SIAMS report commented that "teachers who are new to the school are well supported in developing their understanding of what it means to work in a church school".

We are a very busy school and our pupils enjoy a wide and exciting curriculum. We have a fantastic extra-curricular offer, often with over 40 clubs a term. Sports are a particular strength of the school. We have our own swimming pool and all children have swimming lessons from Year 1 to Year 5. Our sports teams have been very successful in recent years.



Job Description & Person Specification: Class Teacher & Year Group Leader

Diocese of Chelmsford & London Borough of Havering
St Edward's Church of England (Voluntary Aided) Primary School
Havering Drive, Romford, Essex, RM1 4BT (01708 745971)

Head Teacher: Chris Speller

Start Date: September 2024

Salary: Main Pay Scale Class Teacher/Upper Pay Scale +
TLR2a

Full Time and Part Time candidates would be considered. Please state if you are looking for a Part Time role in your personal statement.

GENERAL DESCRIPTION OF THE POST

To carry out the following professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher:

- to implement and deliver an appropriately broad balanced, relevant and differentiated curriculum for pupils, incorporating the National Curriculum, and in line with the curriculum policies of the school;
- to facilitate, support and monitor the overall progress and development of a designated group of pupils;
- to foster a learning environment and educational experience which provides pupils with the opportunity to fulfil their individual potential;
- to share in the development of the school curriculum, courses of study, teaching materials, teaching programmes, methods of teaching and assessment and their review;
- to support and contribute to the school's responsibility for safeguarding children.

The range of duties listed below amplify and extend the role of the teacher, but do not replace such other duties that may be required, as laid down by the School Teachers Pay and Conditions Document.

All teachers will be expected to sustain the professional standards for teachers.

THE CLASS TEACHER WILL BE EXPECTED TO:

TEACHING

- plan and prepare courses, schemes of work and individual lessons appropriate to the needs, interests, experience and existing knowledge of the children;
- teach a class, or classes, groups, or individual children, according to their educational needs;
- plan, set and mark work to be undertaken by children both at school and elsewhere;
- have high expectations of the children, value and recognise the diversity of their abilities, and ensure that each child achieves his or her full potential;
- ensure that proper account is taken of any specific needs children have by reason of their gender, language or ethnicity and that appropriate provision is made for them;
- make good and appropriate use of resources including time, ICT and available materials and approaches to ensure that pupils learn effectively;
- promote the social development and welfare of the pupils so that each child feels valued and enjoys learning.

MONITORING, ASSESSMENT AND RECORDING

- mark pupils' work; ensuring that they receive constructive and useful feedback on their progress and areas for improvement;
- monitor and assess pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- provide or contribute to oral and written assessments, reports and references relating to the development and learning of individual pupils and groups of pupils.

ETHOS OF THE SCHOOL

- maintain a safe, ordered and caring environment in the classroom and around the school so that children achieve their potential and feel secure and valued;
- make pupils aware of their rights and responsibilities in respect of each other;
- support the achievement of high standards of behaviour and conduct for all children through active implementation of the school's policies and systems for promoting good behaviour for all pupils, not just the teacher's allocated class;
- take part in the corporate life of the school by, for example, attending assemblies, meetings, registering the attendance of pupils and supervising pupils before and after school sessions.

PARENTS

- build and maintain a close partnership with parents and carers;
- communicate with parents and carers on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

RESOURCE MANAGEMENT

- maintain an attractive and stimulating classroom;
- take responsibility for resources allocated to their own classroom;
- contribute to displays in the school as a whole;
- comply with the requirements of Health and Safety and other related legislation.

WORKING WITH COLLEAGUES

- be a member of a phase/curriculum team, contributing positively towards achieving high standards of attainment, continuity and progression throughout the school;
- as a team member, assist in developing, implementing and evaluating policies and practices that contribute to school improvement;
- lead, organise and direct support staff within the classroom;
- work with other adults including colleagues within school and from external agencies to ensure that children make the best possible progress, stay safe and healthy;
- cover for absent colleagues in line with government regulations.

PROFESSIONAL DEVELOPMENT

- evaluate, review and improve own teaching in order to improve its effectiveness;
- keep up-to-date with current education thinking and practice, both by reading and by attendance at courses, workshops and meetings;
- take part in the performance management programme for the appraisal of the teacher's own performance.

EQUAL OPPORTUNITIES

- help ensure that subject matter and learning resources reflect LA and school policies relating to equal opportunities in respect of race, gender and special needs;
- help ensure that these policies are implemented within the tasks and duties listed above.

Person Specification:

Class Teacher & Year Group Leader (initially Reception)

Qualifications and Experience	
Essential Criteria	Desirable
<ul style="list-style-type: none"> DfE recognised qualified teacher status. Recent and relevant INSET for the purpose of professional and career development. 	
Professional Knowledge, Skills and Abilities	
<ul style="list-style-type: none"> Good or better classroom practitioner able to deliver high quality teaching and learning and ensure the good progress of all pupils. Good knowledge and understanding of strategies for improving and sustaining high standards of pupil achievement and good behaviour. Thorough knowledge of the National Curriculum and recent developments in education. Ability to contribute to the promotion and development of a positive school ethos. Knowledge and understanding of the effective inclusion of all children. Good ICT skills. Good communication skills with pupils, parents and staff. Experience of and understanding of the Early Years Foundation Stage Curriculum. 	<ul style="list-style-type: none"> Proven record of outstanding teaching. A commitment to the importance of the involvement of parents in the learning process.
Personal Skills and Qualities	
<ul style="list-style-type: none"> Commitment to promoting high standards and raising achievement. Commitment to equal opportunities. Ability to organise, prioritise and keep to deadlines. Resilient, positive approach and hard working. Adaptable to changing circumstances and new ideas. Willingness to contribute to all aspects of school life 	<ul style="list-style-type: none"> Evidence of commitment to activities outside of the school day e.g. extra-curricular activities.

Application Process:

Please complete the online application form. For more information, please contact David Kendrick-White by telephone (01708 745971) or e-mail (dkendrickwhite@stedwardsva.net)

Closing date for applications: **Monday 13th May 2024 at 12noon**

Interview dates: **Week beginning Monday 20th May 2024**

"This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including a Disclosure Check, will be undertaken on all applicants."