

Federation of Netley Abbey Infant & Junior Schools

Class Teacher (Fixed Term)

Application Pack





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Introduction from our Federation Headteacher



Welcome!

Thank you very much for your interest in our schools. Netley Abbey Infant and Junior Schools are both Ofsted-rated good schools (Ofsted 2023). We are looking for an enthusiastic and creative class teacher to join our staff team. This could be an exciting opportunity for an ambitious, motivated Early Career Teacher (ECT) – our school has an excellent track record of supporting early entrants to teaching. Likewise, this could be the perfect role for a more experienced teacher who would like to join our highly-skilled and dedicated team.

As we teach the full primary curriculum across our Federation, we welcome candidates with any primary experience, as this mixture of skills would compliment and enhance our current staffing.

Our children are happy and engaged in their learning. We have excellent facilities and a well-resourced learning environment. Our fantastic grounds enable us to develop learning outside the classroom. Visitors to the school regularly remark on the good behaviour of our children and their enthusiasm towards learning. We are told our schools have a welcoming atmosphere and we would like you to experience this as well.

Further details can be found in this pack and we are happy to answer any questions you have. We would be delighted to receive your application and look forward to meeting you soon.

Our vision & values ...



Our Values:

At The Federation of Netley Abbey Infant and Junior Schools, we believe that every child should have a secure and caring environment in which they are valued and respected as individuals. Our 7 year progressive journey for our pupils allows each of them to achieve their best. We encourage and support personal achievement and the development of independence and personal responsibility.

Respect for other people and their property is central to this. We believe this helps to encourage self-confidence and pride in achievements, which support the development of each child's full potential. We value close and positive relationships with parents and people in the wider community who work in partnership with the schools, to enrich and expand the educational experiences of children across our federation.

We deliver high quality inclusive teaching and offer a stimulating and challenging curriculum. At all times, we endeavour to create a happy and positive atmosphere throughout the school enabling each child to be the best that they can be!

Our Vision:

We share a joint vision across the federation: Together We Can CLIC. This encompasses a focus on four key areas and we believe by instilling excellent communication, a love for learning, an improvement in all aspects of our health and care for our community; we create well-rounded citizens who can continue to thrive in later life.

Our Locality

The Federation of Netley Abbey Infant and Junior Schools, formed in 2020, comprises of two delightful schools serving the local community within the Itchen Valley. Both Netley Abbey Infant and Junior School share the same site within Hampshire with a variety of contrasting localities nearby including; the coastline, countryside, heritage site, a range of facilities and quiet villages. The shores of the Hamble River are a haven for yachtsmen and the school itself is only a short distance from the Royal Victoria Country Park which sweeps down to the water's edge at Netley and is an ideal place to pursue walking and water sports amongst many other leisure facilities.

The original primary school was opened in 1876 at Butlocks Heath. The junior school moved to the present site in 1974. The infant school was then opened in 1984 on the junior school site, having moved from the village centre. Our infant school comprises of three classrooms within each year group for our Reception, Year 1 and Year 2 Pupils. Within the junior school, we are also three-form entry with three modular buildings on our large site for our Year 3, 4, 5 and 6 Pupils. There are various playground areas and extensive playing fields. The school grounds provide a pleasant environment for the pupils and this is well utilised within our curriculum.

Within our Federation, we are committed to developing lifelong learners and responsible citizens with a clear vision for their future. Our high-quality inclusive teaching and learning raises standards of achievement for all children within a seven year journey from Year R to Year 6. Our vision 'Together We Can CLIC' is embedded through the use of our Learning Characters at Netley Abbey Infant School and our Netley Learning Model at Netley Abbey Junior School; with CLIC at the heart of everything in school.



Early Years Foundation Stage

In our Federation we believe that a strong foundation is vital for future success. We facilitate children's learning through inspiring them with irresistible opportunities and 'magical moments'. We find out what the children's fascinations and interests are as a starting point before children begin school with us in Reception. We aim to create a welcoming, engaging and stimulating learning environment which encourages the children to explore, investigate and take their learning forward with the help and support of the skilled adults. Children are encouraged to become independent learners and to take responsibility for their own lines of enquiry, with inclusive and diversity at the heart.

As the children begin their journey they are introduced to our learning characters via the 'Together we can CLIC' message. This is supplemented with our learning behaviours which aid and develop resilience, emotional stability, inquisitive minds, team spirit and problem-solving skills throughout their journey at Netley Abbey Infant School. Children learn in the Early Years Foundation Stage through child-led play as well as via teacher led inputs. Staff meet the individual needs, interests and stage of development of each child in their care. We know that children of this age learn in an unconscious way during informal interactions.



Key Stage One

As the children move into Key Stage 1, Netley Abbey Infant School allows for seamless transitions both environmentally and within the curriculum. This ensures the children feel safe and secure within their learning environment. Where we can we will use staff who know the children well, to move with them into their new year group. This enables all children to progress in their learning quickly without transition being a barrier.

The National Curriculum is divided up into learning adventures across the key stage. Planning has been carefully constructed utilising our curriculum overview documents of knowledge and skills for all subjects. Each year group will aim for consistent planning opportunities across the three classes. All learning adventures are planned with the children's interests in mind and begin with a hook which draws in the children's curiosity and culminates with an exciting and usually hands-on outcome.

Our Teaching and Learning Principles across the Federation are based upon the research of Mary Myatt ('High Challenge, Low Threat'), Rosenshine's Principles, Guy Claxton ('Building Learning Power') and Jon Hattie ('Visible Learning').

Outdoor learning is planned for within each learning adventure and outside areas are available for all classes in KS1 as well as the use of the field. This helps build on the foundations set within the children's first year in EYFS.



Key Stage Two

Our Federation transition package allows for pupils to move into Year 3 seamlessly, in readiness for the increase in challenge of the Key Stage Two National Curriculum, with secure relationships and happiness at the heart.

Planning is expertly created by our excellent teaching staff, based on what the children need to know and their current attainment. Although class teachers adapt planning for groups of pupils, the same general learning outcomes are consistently achieved across a year group.

The work of Claxton has formed the basis of our Netley Learning Model at Netley Abbey Junior School, which encourages children to use the skills of reciprocity, resilience, reflectiveness and resourcefulness; to access their learning effectively. Mary Myatt's curriculum development around challenge for all with low-threat task design has been key to our training across the junior school and has ensured all children experience a greater depth to their learning in all subjects. Teachers utilise their expert pedagogical knowledge to deliver engaging, high-quality inclusive teaching for all groups of pupils to achieve highly in every area of the curriculum. We learn to build knowledge and skills; because this gives pupils the best chances in life to achieve their best within our Federation, at secondary school and beyond!



What do our pupils want from our new class teacher?



kind

helpful

have empathy

supportive

humorous

fun

listens

What do Ofsted say about our Federation?



Adults work with skill, compassion and consistency to enable all pupils to succeed.

Pupils really enjoy coming to school. Classrooms are hubs of learning, active children fill the playground and pupils are sociable at lunchtime.

All pupils show politeness and respect for adults and classmates.

Leaders have high aspirations for all pupils at the school. The curriculum has been carefully designed, with a clear priority on reading.

Staff support pupils with specific needs well, giving careful consideration to make the learning accessible to all.

Leaders have high expectations for pupils' behaviour and model this in their own conduct.

Supporting the local community is a key focus of the school. Pupils consider the needs of others.

Governors know their responsibilities, and carry these out effectively. The dedicated staff are very supportive of one another.

Pupils are encouraged by staff to 'be the best that they can be' at this vibrant, inclusive school. One pupil summed this up, saying, 'The best thing about our school is that it is a community for everyone.'

One pupil was proud to share, 'From reading to Taekwondo, you can do everything here!'

Pupils explain their 'Netley Learning Model' with confidence, describing how they are encouraged to think about people's differences so that they learn to respect each other.

Leaders have developed an ambitious curriculum for all pupils. Staff create a love of reading through initiatives such as the library book swap and by regularly sharing high-quality texts.

Pupils talk about books with enthusiasm and share detailed recounts of stories that teachers have read to them in lessons.

Leaders deliver a thoughtful programme that supports pupils' wider development.

One parent commented, 'You will find clubs suitable for everyone...teachers always have the best interests of children at heart.'



Job Description – Class Teacher

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



Job Description

Duties and responsibilities continued

Whole-School organisation, strategy and development

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

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

Professional Development

- Take part in 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

Communication

- Communicate effectively with pupils, parents and carers

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



Job Description

Duties and responsibilities continued

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

Safeguarding

- Work in line with statutory safeguarding guidance, (e.g. KCSIE, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead to promote the best interests of pupils including sharing concerns where necessary
- Promote the safeguarding of all pupils in the schools

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 a 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 – Class Teacher



CRITERIA	QUALITIES
Qualifications and experience	• Qualified teacher status • Degree • Successful primary teaching experience
Skills and knowledge	• Knowledge of the National Curriculum • Knowledge of effective teaching and learning pedagogy • An excellent understanding of how children learn • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • A good 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	• 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

Current Leadership Structure



Federation
Headteacher

Assistant HT

Head of School
(AHT)

Director of
Inclusions (AHT)

Head of School
(DHT)

School
Business
Manager

Application Process



E-mail address: hr@netleyabbeyschools.co.uk

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

Selection Procedure: The shortlist will be drawn up and further details will be sent to those candidates called for interview. Applicants will be advised within 3 working days after the shortlisting date whether they have been successful or not. Failure to send your application form to the above email address may invalidate your application.

Equality Monitoring: All applications will be required to complete an Equality Monitoring form. Receipt of Application Applications are acknowledged within 2 working days of receipt.

Safer Recruitment: The Federation of Netley Abbey Infant and Junior Schools is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure & Barring checks along with other relevant employment checks.”

Privacy notice: The Federation collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the School. The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the County Council to comply with a legal obligation. The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

Education in Hampshire



Choosing to teach in Hampshire may be the best move you can make. As one of the largest authorities in the country, we can offer an unrivalled diversity in teaching opportunities; from the challenges of the urban and city school through to the rural primary which will provide a vibrant environment for development and promotion. Hampshire schools are encouraged to operate and develop in a way which serves their local community, reflecting the cultural diversity the county has to offer. We feel this is best achieved through local management, with the Local Authority providing a supporting role wherever needed.

The county of Hampshire has over 170,000 school-age children in approximately 438 primary, 71 secondary and 26 special schools and other provisions. Whilst the majority are community schools, the LA has forged strong partnerships with Diocesan Bodies, and seeks to maintain the provision of places in Church schools. The county has 26 special schools, with an additional 42 units in mainstream schools, providing education and support for children with moderate, severe or complex learning difficulties, physical and sensory disabilities, and emotional and behavioural issues.

Hampshire's 'Early Admission' policy allows children to start school at the beginning of the school year in which they are five years old. At the other end of the age range, Hampshire was one of the first authorities in the country to establish a joint agreement on the 14-19 education of all students with the Local Skills Council.

With the County Office in Winchester, Hampshire Authority has an established network of advisors which provides a responsive and flexible service to the schools in their respective areas.

In Hampshire, we pride ourselves on providing first-class learning opportunities for our teachers both internally and with outside course providers.

Hampshire's most recent Annual Performance Assessment confirmed that we are an Authority that provides excellent education and has an excellent capacity for further improvement. We are continually looking for innovative ways of improving standards in our schools, which can only be achieved through a commitment to our staff. To find out more about Hampshire and what it has to offer, visit our website at www.hants.gov.uk. Hampshire has a lot to offer. We hope you will join us.