March 2019

Dear Applicant,

Thank you for your interest in Holy Trinity School.

The Governing Body, in partnership with our Head are seeking to appoint an experienced or a Newly Qualified Teacher for the start of the next academic year (September 2019). The post will be for a full time teacher with the opportunity for leading a curriculum area (depending on experience). Together, we are looking forward to working in partnership with the successful candidate.

We are very proud of our dedicated team whose hard work and commitment has been rewarded with “Outstanding” Ofsted and SIAMS ratings, and we’re therefore passionate about appointing an individual who can immerse themselves in our culture and help lead our high-achieving team to continue to deliver successful outcomes for the children and the school.

Teaching is one of the most challenging jobs there is in the current climate, but teaching at Holy Trinity is rewarding and exciting. We have high expectations of our staff because we have high aspirations for our children. We have a low turnover and want people who will stay and grow with us. We are looking for teachers who are highly skilled classroom practitioners, who build excellent relationships with both children and adults including parents, and who are determined to get the best from the children they teach through rigorous, thoughtful and exciting teaching.

We hope the information pack included with this letter will provide applicants with a comprehensive insight into the purpose, values and priorities of our school. Please take time to carefully consider all aspects of the Job Description and Person Specification before submitting your application.

We would like to appoint an outstanding classroom teacher to participate in and continue to develop our excellent practice in Teaching and Learning. This in conjunction with a commitment to a safe culture alongside our Christian ethos and mission statement.

If you are interested in this post and would like to visit the school before submitting your application, please contact the School Office on 020 8883 1824 or by email at office@holytrinity.barnetmail.net to make an appointment for an informal visit.

The closing date for applications is noon on Thursday 25th April 2019. Invitations to interviews will be sent on Friday 26th April and interviews will be held on Wednesday 1st May 2019.

We hope you enjoy reading the pack and look forward to receiving your application.

Paula Quiddington  Roz Kimani
Chair of Governors  Head Teacher
Introduction

MISSION STATEMENT

At Holy Trinity School:

- We promise to provide opportunities for every child to be the best that they can be.
- We aim to create a happy and secure Christian environment in which children can grow in confidence and independence.
- We strive for excellence in teaching and learning to achieve High Standards Together.

INTRODUCTION

Holy Trinity School is a single-form entry Church of England school including a nursery and a single two-form “bulge” year (currently Year 4). The school is located on a site close to the heart of East Finchley in North London and has a long and proud track record of serving the community with a history dating back to 1847, moving to our current site in 1975.

As a small school we promote a close and caring community where every child matters. We aim to create a happy and secure Christian environment in which children can grow in confidence and independence, and our dedicated team are passionate about providing opportunities for every child to be the best that they can be. We take great pride in ensuring that our children are safe, happy, comfortable and learning.

We strive for excellence in teaching and learning to achieve High Standards Together. The hard work and dedication of our team have been rewarded by “Outstanding” ratings from both Ofsted and SIAMS inspections.

We have a supportive Governing body which plays an active role in the school’s continual development. The Governing body has always been particularly proud of its commitment to partner with, and support other schools in the Borough in pursuit of the best possible outcomes for all children. We recognise that our senior staff thrive on opportunities to work with other schools. We actively encourage both sharing our own best practice and bringing home even more from elsewhere.

We are very fortunate to have a large playing field on site and sport plays an important part in school life. This is reflected in the high level of parental support we receive for sports day. We have comprehensive afterschool provision with wide participation from both girls and boys in all sports, and representative teams in gymnastics, swimming, football, cricket, athletics, netball and dance.

Further information about the school (including our prospectus and links to the most recent SIAMS and Ofsted reports) may be found on our web-site.

OUTSTANDING

The hard work and dedication of our team have been rewarded by “Outstanding” ratings from both Ofsted and SIAMS inspections.
Class Teacher – Job Description

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers’ Pay and Conditions document 2014 and other current legislation. The post holder will be expected to meet the professional standards set out in the DfE’s ‘Teachers’ Standards’ document 2014.

This job description will be reviewed annually and may be amended at any time following discussion between the Head Teacher and member of staff.

JOB TITLE: Class teacher UP/MS (NQTs welcome to apply)
ACCOUNTABLE TO: The Headteacher

PLANNING
When planning, a class teacher will be required to:

- Set tasks which engage, involve and challenge pupils, whilst ensuring a high level of interest and enjoyment;
- Set appropriate and high expectations;
- Provide clear structures for lessons in order to maintain pace, motivation and challenge;
- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum, incorporating the Foundation Stage and/or National Curriculum requirements in line with the curriculum policies of the school;
- Produce long, medium and short term planning in accordance with school policy and procedures, and within required deadlines;
- Identify clear, relevant, challenging teaching and learning objectives, and specify how they will be taught and assessed;
- Set clear, aspirational targets, building on prior attainment;
- Identify SEN, underperforming, under attaining, able, gifted and talented pupils and plan appropriate interventions to accelerate progress;
- Make effective use of assessment to inform planning of teaching and learning, whilst ensuring coverage of identified programmes of study.

TEACHING
When teaching a class teacher will be required to:

- Actively engage and involve all pupils in high quality, challenging learning experiences;
- Make learning interesting, fun and exciting;
- Personalise learning, and cater for a wide range of learning styles, interests and abilities;
- Teach the required or expected knowledge, understanding and skills, and ensure the pupils acquire and consolidate them, and are able to use and apply them across all curriculum areas, in a range of learning contexts;
- Teach clearly structured lessons and sequences of work which interest and motivate the pupils, make learning objectives and outcomes clear, and promote active and independent learning that enables all pupils to think for themselves, and to plan and manage their own learning;
• Use a variety of interactive teaching strategies to facilitate, scaffold and support learning;
• Differentiate teaching to meet the needs of pupils of all ability ranges, taking into account varying interests, experiences and achievement of boys and girls, and different social, religious, cultural and ethnic groups, to enable them to make good progress;
• Develop key skills as an integral part of all curriculum areas;
• Use ICT effectively in teaching and learning, and as an embedded part of the curriculum;
• Establish a purposeful learning environment, where diversity is valued and pupils feel safe, secure and confident;
• Organise and manage teaching and learning time effectively;
• Build successful relationships centred on teaching and learning;
• Provide homework which consolidates and extends work carried out in the class and encourages independent learning;
• Recognise and respond effectively to equality issues as they arise in the classroom, and challenge stereotyped views, bullying and harassment in accordance with school policy and procedures;
• Evaluate their own teaching critically to improve effectiveness;
• Organise and manage Teaching Assistants and other helpers in the classroom to maximise the outcomes for pupils’ learning.

CLASS MANAGEMENT
All class teachers will be expected to:

• Provide a high quality teaching and learning environment that supports the delivery of the Foundation Stage and/or National curriculum and the raising achievement for all pupils.
• Use effective behaviour management strategies in order to establish and maintain an appropriate learning environment, pre-empt and address any potential behavioural issues, and monitor and intervene to ensure sound learning and discipline.
• Establish a clear framework for classroom behaviour and conduct, in line with the school’s policy, in order to anticipate and manage pupils’ behaviour constructively, and promote independence, self-reliance and self-control;
• Set high expectations for pupils’ behaviour, and maintain a good standard of discipline through well focused teaching, challenging learning, and fostering positive relationships;
• Work collaboratively with other professionals.

SCHOOL ETHOS, HEALTH AND SAFETY AND OTHER DUTIES

• To consider the pastoral needs of all children and report and safeguarding concerns to a member of the Senior Leadership Team.
• To undertake playground supervision on a regular basis.
• To make a positive contribution to the wider life and ethos of the school.
• To support the Christian ethos of the school, to teach the school’s curriculum for Religious Education and attend assemblies and the daily Act of Worship.
• To lead assemblies as required.
• To carry out all duties with due regard to the school’s Health and Safety policy, the Council’s Health and Safety policy and to their responsibilities under the provision of the Health and Safety at Work Act 1974 and to all other relevant subordinate legislation.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Head Teacher.
# Class Teacher – Person Specification

## RECRUITMENT

The criteria below will form the basis for the short-listing and interview process, and candidates are requested to respond accordingly.

<table>
<thead>
<tr>
<th>A = Application</th>
<th>I = Interview</th>
<th>R = Reference</th>
</tr>
</thead>
</table>

## EDUCATIONAL QUALIFICATIONS AND TRAINING

<table>
<thead>
<tr>
<th>Essential</th>
<th>How identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Qualified Teacher Status</td>
<td>A</td>
</tr>
<tr>
<td>• Degree or equivalent</td>
<td></td>
</tr>
<tr>
<td>• A commitment to professional development</td>
<td></td>
</tr>
<tr>
<td>• Successful DBS, disqualification by association check, and safeguarding clearance.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Desirable</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence of further study</td>
<td>AI</td>
</tr>
</tbody>
</table>

## EXPERIENCE

<table>
<thead>
<tr>
<th>Essential</th>
<th>How identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A track record of excellent classroom practice/teaching practice</td>
<td>AIR</td>
</tr>
<tr>
<td>• Varied experience and understanding of teaching and learning across KS1/KS2</td>
<td>A</td>
</tr>
<tr>
<td>• Knowledge of the primary phase curriculum and assessment.</td>
<td>AIR</td>
</tr>
<tr>
<td>• Understanding of strategies to support successful outcomes for all children</td>
<td>AI</td>
</tr>
<tr>
<td>• Experience of data analysis</td>
<td>AI</td>
</tr>
<tr>
<td>Experience or ambition to take on subject leadership impacting learning across the school.</td>
<td>AI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Desirable</th>
<th>How identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Experience of teaching in more than one key stage</td>
<td>A</td>
</tr>
<tr>
<td>• Experience of leading a curriculum subject area</td>
<td>AI</td>
</tr>
<tr>
<td>• Experience of leading training and other staff development activities, including appraisal (depending on experience)</td>
<td>AR</td>
</tr>
<tr>
<td>• Experience of working with governors, parents and the wider community</td>
<td>AR</td>
</tr>
<tr>
<td>• Experience of contributing to self-evaluation and school</td>
<td></td>
</tr>
</tbody>
</table>
## KNOWLEDGE AND UNDERSTANDING

### Essential
- A proven record of teaching EYFS, KS1 or KS2 that has made a considerable impact on pupils' learning
- Good knowledge and experience of EYFS, Key Stage 1 or KS2
- Good understanding of assessment, recording and reporting in KS1 or KS2
- Understanding of strategies for school improvement
- Up-to-date knowledge and understanding of current educational issues
- A commitment to the understanding of the distinctive nature of a Church of England Voluntary Aided primary school
- A commitment to the knowledge and understanding of Child Protection and Safeguarding
- Evidence of highly effective teaching

### Desirable
- Subject Leadership of a core subject
- Knowledge of how the effective use of data and target setting can raise standards
- Knowledge of Analyse School Performance or relevant tracking systems

## SKILLS

### Essential
- Ability to positively influence others
- Ability to motivate, lead and manage people to work both individually and in teams
- Continue the school’s traditions of worship and pastoral care, including leading Collective Worship in a CE School
- Flexible and imaginative; able to generate and implement new ideas and technologies
- Ability to maximise use of ICT for curriculum support and Development
- Ability to implement change and plan strategically
- Outstanding communication skills, with a range of audiences both orally and in writing
- Understanding, analysis and interpretation of school performance data
- Commitment to developing the whole child, whilst maintaining academic standards
- Effective problem solving skills
- Effective administrative and organisational skills
# PERSONAL ATTRIBUTES

## Essential
- Value all children and committed to the development of the whole child
- Relate well to pupils, staff and parents and care about their individual needs
- Able to adapt to changing circumstances and new ideas in a positive and creative manner
- Have a good record of attendance and punctuality
- Ability to deal with sensitive issues in a professional manner
- Has high standards of self and others
- Good judgement energy and enthusiasm, integrity and loyalty
- Have energy, flexibility and resilience; the ability to deal with challenges and retain a sense of humour
- A commitment to partnering with the church community to attend services at Holy Trinity Church
- Be fully supportive of the school’s Christian ethos, working in partnership with the Headteacher, staff, parents, governors and our parish communities

## Desirable
- Active membership of Church of England
- Interests outside school to promote a healthy work/ life balance
Application Process – Important dates

TOUR OF THE SCHOOL

We encourage applicants to visit the school. Please contact the School Office on 020 8883 1824 or by email at office@holytrinity.barnetmail.net to make an appointment for an informal visit.

CLOSING DATE

The closing date for applications is Noon Thursday 25th April 2019.

APPLICATIONS

Please ensure that the enclosed London Diocesan Board for Schools Teaching Staff Application form is used.

Please send your completed application form and supporting statement to:

The Headteacher,
Holy Trinity CE Primary School
Eagans Close, East Finchley,
London N2 8GA

SHORTLISTING

Shortlisting will take place Friday 26th April.

INTERVIEW

The selection process will take place on Wednesday 1st May 2019.

DISCLOSURE

Holy Trinity CE Primary School is committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults and expects all staff and volunteers to share this commitment. Holy Trinity CE Primary School operates stringent safer recruitment procedures.

The school requires all adults employed on the premises to have the appropriate clearance to work with children and will ensure that enhanced checks have been obtained from the Disclosure and Barring Service, including a barred list check, and confirmation that the candidate is not subject to a prohibition order prior to any appointment being confirmed. Also, a successful candidate will be required to sign the staff suitability declaration (confirming that they do not meet any disqualification criteria) prior to appointment.