

King's House School

Reception Teacher & Early Years Coordinator Applicant Pack

Junior Department (boys aged 4 to 8)

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The Role of Reception Teacher and EYFS Coordinator

The chosen candidate will be expected to teach one of our two Reception Classes (all boys) in the Junior Department. We follow the Early Years Foundation Stage Curriculum and the chosen candidate will be expected to have a thorough working knowledge of the EYFS and to demonstrate an affinity for this practical, enquiry based approach to learning. We are currently developing our provision for outdoor learning, having introduced Forest School this term, and the ability to take the lead in this area could be an advantage. As EYFS coordinator for the Junior Department, you would be expected to work very closely with the Head of Nursery (rising 3s and 4s) to ensure excellent links and sharing of good practice between the departments.

General Information

King's House School was founded in Richmond in 1946 and has been a boys' prep school from that time on. The school operates on three sites in or around King's Road, which is on the very pleasant setting of Richmond Hill. The Senior Department (for boys from Year 4 to Year 8) is at 68 King's Road, the Junior Department (Reception to Year 3) on its own site just down the hill, and the relatively new Nursery around the corner in Princes Road. The school also has extensive playing fields just over Chiswick Bridge.

Most boys join the school in the Nursery (which is co-ed) or Reception but there are small intakes at Years 3, 4 and 7. Boys stay until 13 when they move on to a wide range of day and boarding schools, a number each year gaining scholarships.

The Nursery Department operates from its own site in a recently acquired and carefully restored building. The youngest children, the Caterpillars, are based on the top floor and the Butterflies (the rising 4s) on the ground floor. There is a very positive, caring atmosphere to the Nursery Department and the ground floor has an area set aside for Music. The Nursery has its own dedicated staff but the school PE and Music staff help out with sessions each week.

The Junior Department (JD) is housed in two Victorian buildings which have been sensitively redesigned and linked to provide an exciting and stimulating environment for the pupils. There is a two-form entry with about forty boys in the year group. This number grows to about 48 in Year 3 with three forms. The class teachers deliver the

vast majority of the curriculum but boys do have lessons with specialist teachers for Music, French and PE and Games and in some years, ICT. All boys take swimming lessons at a local pool and Years 2 and 3 use the Senior Department (SD) facilities for some subjects.

Boys move to the Senior Department site for Year 4. This is the original school site and has been developed substantially since then. It is a deceptively large area which includes the school's theatre, gym, astro turf pitch, two ICT rooms, two Science laboratories and Music area. There are three forms in each year group. Forms are mixed-ability in Years 4-6, with some subjects setted, and streamed in Years 7 and 8. Boys experience increasing exposure to subject specialist teachers, who will teach a range of year groups and sometimes more than one subject. The curriculum the boys follow prepares them for Common Entrance at the end of Year 8.

Throughout their time at King's House, the boys are encouraged to take part in art, drama, music and sporting activities. There are productions every year for all year groups, concert and other performance opportunities for music, and numerous games fixtures and other sporting activities. There are also numerous outings for all year groups and residential trips as the boys get older.

Overall, King's House offers its pupils a broad and balanced curriculum and prepares them well for their transition on to their next school.

Working at King's House

Staff at King's House are expected to show a commitment to the school and its ethos. The school has its own salary structure, which is above the state sector scale, and staff are encouraged to join the Teachers' Pensions Scheme. Staff benefit from a programme of professional development which includes appraisal and in-service training courses delivered by school staff or externally. NQTs can gain their QTS by completing their Induction Year at the school.

Safeguarding

King's House School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo the child protection screening appropriate to the post, including checks with the Disclosure and Barring Service and references from previous employers. Staff must be aware of the systems within the School which support safeguarding and must act in accordance with the School's Safeguarding & Child Protection policy and Code of Conduct. Staff will receive appropriate child protection training which is regularly updated.

How to Apply

Please send your completed application form and a covering letter (not to exceed 2 sides of A4) outlining your skills and experience to the HR Manager, King's House School, 68 King's Road, Richmond, TW10 6ES as soon as possible and no later than Tuesday 23rd January 2018 (noon). Alternatively, please email your application to recruitment@kingshouseschool.org. **We welcome early applications and will consider holding interviews before the closing date for strong candidates**

King's House School

Job Description for Reception Teacher & Early Years Coordinator

Overall Aim

The overall role of the teacher at King's House School is to provide the pupils within the school with high quality teaching to promote their learning and well-being, being constantly mindful of their pastoral needs.

Duties as a teacher (applicable to all teaching roles)

- inspire pupils with an enthusiasm for the subject and a love of learning
- employ a range of teaching methods and apply them effectively, according to the maturity and ability of the pupils and the desired learning outcomes
- plan work in accordance with department schemes of work
- contribute to department schemes of work
- liaise with colleagues on the planning of units of work for collaborative delivery and the development of teaching materials and resources
- take account of pupils' prior levels of attainment and use them to set targets for future improvement
- set appropriate homework tasks and set work for pupils absent from school when needed
- maintain good discipline and take responsibility for initial disciplinary sanctions (in accordance with school's policy)
- set high expectations for pupils' behaviour by establishing a purposeful working atmosphere
- set appropriate and demanding expectations for each pupil's learning, motivation and presentation of work
- promote effective learning by pupils through the development of mature work habits and a range of learning skills and methods
- liaise with support teachers particularly the learning support team and the office staff
- be familiar with assessment and examination results of pupils and use these when planning lessons and work
- keep up to date with current developments in your subject area and attend relevant in-service training both within and without the school
- undertake responsibility for specific areas within the department as identified by the head of department
- make use of ICT and other technologies to promote achievement
- ensure that all lessons are well planned and that records of pupils' work are kept

- fully meet the requirements of examination regulations and other requirements of forms of assessment within the school
- mark (in accordance with the school's and, where appropriate, department policy), monitor and return work within a reasonable and agreed time span providing constructive oral and written feedback and clear targets for future learning as appropriate
- carry out assessment programmes (reports, grades) in accordance with school guidelines
- attend the appropriate parents' evenings to keep parents informed as to the progress of their child
- devote sufficient time outside of formal school hours for preparation, assessment and administration

Professional Duties and Expectations (applicable to all teaching roles)

- support and promote the aims and ethos of the school
- treat all members of the community, colleagues (teaching and non-teaching) and pupils, with respect and consideration
- treat all pupils fairly, consistently and without prejudice
- set a good example to pupils in terms of dress
- arrive at school in good time (by 8.15am) and remain at school until the end of the working day, allowing enough time after this for further preparation
- carry out break and supervisory duties as designated
- promote the aims of the school when attending and participating in events such as assemblies, Visitor Mornings and sports, music and drama events
- take responsibility for own professional development and participate in training when provided
- reflect on own practice and contribute to the process of continuous improvement of the school eg participation in mutual observation process (within department and across the school)
- contribute to the school's extra-curricular programme according to the needs of the school and own personal interests and expertise and/or participate similarly in the games programme
- contribute to the corporate life of the school through effective participation in all meetings
- read and adhere to all the school policies as outlined in the school handbook(on line) and contribute to the development of new policies
- undertake all responsibilities as prescribed within school policies
- ensure that all deadlines are met as published
- undertake professional duties as may be reasonably assigned
- Be proactive and take responsibility for matters relating to health and safety and all other legislative requirements

- Take on opportunities for additional roles and responsibilities
- attend school outings and take part in residential trips as needed
- drive a minibus and be first aid trained if possible
- support and promote the school in the development and maintenance of its charitable aims

Duties as a Form Teacher (where appropriate)

- be the first point of contact for pupils and parents
- be responsible in the first instance for the general welfare of the pupils in that form
- be responsible for overseeing a pupil's academic and social progress in school that year
- co-ordinate the form's school reports and write a general report for these pupils
- register the form each morning
- disseminate any information or correspondence as required
- maintain an ordered, attractive Form Room in which the pupils can take pride as their base
- help the form to develop a collective spirit of loyalty, trust and support
- prepare a form assembly annually

Duties as Early Years Coordinator

Purpose of Job:

- To lead and develop an effective Reception Team by establishing clear expectations and constructive working relationships, good team working and mutual support, delegating tasks as appropriate, evaluating practice and development, and motivating Teachers and Teaching Assistants in delivering quality in Teaching and Learning
- To ensure good progress in all areas of the EYFS Stage curriculum
- To carry out staff supervision meetings with members of the Reception EYFS Team
- To liaise with the Curriculum Coordinators in the Junior Department and ensure good transition for pupils from Reception to Year 1
- To actively promote equal opportunities for all pupils and staff in Reception, to work closely with the Head of Learning Support to achieve this
- liaise with the Head of Nursery and Head of Junior Department to ensure progression and continuity throughout the school

This will be achieved by collaborating with the Head of Nursery and the Head of Junior Department to:

- create and develop policies and programmes to meet the needs of all EYFS children
- achieve the highest possible standards of Education for pupils in the Reception Classes
- develop best practice in the Early Years Foundation Stage at King's House

Key Tasks

The EYFS Co-ordinator is responsible to the Head of Junior Department and will undertake the following:

Devise an Action Plan

This will be done as part of the School Improvement Plan in conjunction with the Head of Nursery and Head of Junior Department, monitoring its effectiveness and evaluating its impact with the Leadership Team. The Co-ordinator will also prepare reports for the Leadership Team on the progress pupils make in the Reception classes.

Respond to Assessments and other Data including EYFS Profiles; set targets on the School Improvement Plan with Head of Junior Department and Head of Nursery and for groups of children and individuals as necessary.

Foundation Profiles

Lead staff in assessing children according to the EYFS profile. To ensure good early communication with parents through meetings, newsletters, displays etc.

Assessment for Learning

Take an active part in promoting Assessment for Learning, and to promote good record keeping and assessment in EYFS Stage.

Policies

With the Heads of Nursery and Junior Department, develop and review the school's Policies for the EYFS Stage and information for parents.

Staff Development

Lead staff meetings, workshops and activities for Teachers and Teaching Assistants and induct new members of staff and supply teachers into the school's policies and guidelines. Model Lessons and advise staff on good practice.

Displays and Environment

Organise and co-ordinate displays of children's work with the support Teaching Assistants in order to show recognition and affirmation to the children and also provide ideas for colleagues and information for parents. Create a stimulating environment for learning in classrooms, corridors and shared spaces.

Monitoring Quality of Teaching and Learning

This will be done through classroom observations and monitoring of Teacher's planning and children's work. To check appropriateness of the content, progression and continuity between classes, consistency in feedback to the children, marking and responding, and standards of presentation and learning.

Promote Good Communication and Contact with Parents

This will be achieved through meetings, newsletters, assemblies and displays.

Resources and equipment

Be responsible for the organisation, management and provision of resources for the EYFS Stage with the support of Office Staff and Teaching Assistants. Plan and manage the Curriculum Budget for EYFS in liaison with the Head Teacher.

Self-development

Keep abreast of new thinking and practice, by attending courses and in service sessions, and by reading books, articles newsletters, documents, etc.

Equality policies

Help ensure early learning resources reflect school policies on race and gender equality. To work with the Head of Learning Support to make sure pupils receive appropriate support and make good progress.

Behaviour and Attitude

Develop good attitudes to learning and good behaviour in all pupils in Reception. To work closely with the Head of Junior Department to ensure an effective Behaviour Policy which includes good behaviour in outdoor learning and at lunchtimes.

Person Specification

The ideal candidate will have all or some of the following:

- Educated to degree level or equivalent qualification
- QTS
- Knowledge and understanding of EYFS curriculum
- Detailed understanding of assessing the development of young learners
- Ability to work collaboratively and be supportive
- Personal warmth to gain confidence of pupils
- Ability to adapt teaching to respond to the strengths and needs of all pupils
- Demonstrate excellent planning, communication and organisational skills
- Is flexible, able to work under pressure and meet deadlines
- Sense of humour
- Patience
- Involvement and commitment to all aspects of school life