



EYFS/KS1 Class Teacher

Recruitment Pack

www.angloportugueseschool.org

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Welcome from the Lead Proposer

Anglo-Portuguese School of London
Talent Education Trust
c/o Portuguese Embassy
London SW1X 8PP

February 2021

Dear Applicant

Thank you for your interest in the post of EY/KS1 Class Teacher at Anglo-Portuguese School of London (APSoL). I trust that the enclosed pack will be of interest to you and look forward to receiving your application. The Anglo-Portuguese School of London is unique among bilingual education institutions in London, as it is the first school in the UK to offer a truly bilingual education in both English and Portuguese. The school is the realisation of a vision that was originally set over five years ago.

The school has secured a spacious site in Wandsworth, which was formerly used by South Thames College as part of its Western Campus and opened in September 2020 with a cohort of Reception children.

Following the English National Curriculum, the school will guide pupils through a focused study of the Portuguese language. Through this language immersion, as well as through the study of subjects such as geography, history, and other core subjects, we seek to create historical and cultural awareness of the language and culture in a local and international context. We will establish rigorous standards for academic attainment alongside the development and enrichment of strong sociocultural values around bilingualism, that will set the students up for successful lives in the multicultural world in which we live.

Our ideal candidate will be an outstanding practitioner. You will inspire excellence and have a track record of supporting students through their primary schooling, ideally as related to a bilingual education setting. You will be expected to carry out the professional duties of a classroom teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Principal. The post-holder is required to fully support the vision, ethos and policies of the school.

Should you have any questions or want to have a further informal discussion regarding the position or school, please do not hesitate to contact me via email at regina.duarte@angloportugueseschool.co.uk or by phone on 020 3417 0905. For now, I would like to thank you for expressing an interest in this post and in APSoL.

Yours sincerely,

Dr Regina Duarte
Lead Proposer, Chair

Key Information

School	Anglo-Portuguese School of London
Telephone	020 3417 0905
Website	www.angloportugueseschool.org
School	2FE (60), growing organically to a capacity of 420 by 2027
Salary range	Main pay scale – NQTs welcome
Closing Date	22 nd March
Shortlisting	23 rd March
Interview Dates	25 th March
Start date	September 2021

Selection Arrangements

The Process

Thank you for your interest in the post of **EY/Ks1 Class Teacher** for Anglo-Portuguese School of London. Applications for this post are to be submitted via email to recruitment@angloportugueseschool.org on the form provided with this pack. When you apply, we will send you an acknowledgement within two days confirming that your application has been received.

If you are shortlisted, you will be contacted with further details prior to interview. If you are unsuccessful, we will also inform you in writing.

Closing date: 22-03-2021

Interview date(s): 25-03-2021

Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date, as late applications may not be accepted.

Referees

In order to comply with recruitment procedures, you are requested to provide referees in line with the following guidance. Existing teachers currently employed in any school or academy, are required to provide:

- One reference from their current Line Manager
- One reference from their previous employer if employed by them within the last five years, otherwise one from another suitable professional.

Our Vision

APSoL is a bilingual school with an emphasis on gaining knowledge to support growth in English as well as Portuguese. In Reception, Portuguese is taught through an immersion model, whilst in KS1 and 2, there will be a daily language lesson as well as other subjects taught in Portuguese. As students continue through Key Stages, the emphasis on both languages will become more balanced as they progress through the 4-11 school.

The demonstrable benefits of early life bilingualism have been shown to improve communication skills, develop innate sense of cultural identity, and expands the horizon for later-in-life work opportunities which are not open to monolingual speakers. Bilingualism has also been shown to improve cognitive brain function linked to critical thinking and problem solving. English and Portuguese are also the first and fifth most widely spoken languages in the world, respectively, meaning that our pupils will leave prepared to engage in two useful languages in the highly globalised world in which they live.

The school seeks to bring pupils of different countries of origin, ethnicities, and linguistic backgrounds together under the goal of achieving the benefits of bilingualism in early childhood whilst offering its students a broader cultural, historical, and geographical understanding of the world. By supplementing the academic curriculum with enrichment opportunities that expand their sociocultural horizon.

Our vision and ethos are based around bilingual curriculum that will be broad and balanced throughout KS1 and 2, with access to the humanities and languages at all points. As a school whose intake is based on the Nodal Principles, we will be operating in an area alongside other high-quality primary schools, offering parents a wide selection. We will be a strong and unique school competing on level terms.

APSoL will work to ensure that every student achieves their maximum potential in a safe, stimulating, inspiring and high achieving primary school. As they continue through to their secondary education, they will have the tools to continue their academic inquiries as capable and confident citizens of the world.

We believe that all students can make better than expected progress and attain high standards if they learn in a high-quality bilingual environment with outstanding teaching and enrichment available in all subject areas. This is exactly what Anglo-Portuguese School of London will provide.

Job Description: EY/KS1 Class Teacher

Accountable to: Principal

Salary: Main pay scale

Main Purpose:

- Plan and teach lessons within the context of the school's plans, curriculum and schemes of work
- Impart knowledge and developing understanding through effective use of lesson time
- Promote a love of learning and pupils' intellectual curiosity
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils
- Participate in arrangements for preparing pupils for external examinations
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes
- Promote the safety and well-being of pupils
- Maintain good order and discipline among pupils, in line with the school's behaviour policy
- Direct and supervise support staff assigned to you and, where appropriate, other teachers
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
- Deploy resources delegated to you
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to a teacher's professional position
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Promote an open and inclusive approach with respect for the rights of others.

Planning and setting expectations:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect that reflects the bilingual nature of the school
- 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
- Promote good progress and outcomes for pupils by:
 - a) Being accountable for pupils' attainment, progress and outcomes

- b) Planning teaching to build on pupils' capabilities and prior knowledge
 - c) Guiding pupils to reflect on the progress they have made and their emerging needs
 - d) Demonstrating knowledge and understanding of how pupils learn and how this impacts on learning
 - e) Encouraging pupils to take a responsible and conscientious attitude to their own work and learning.
- Think creatively to anticipate and solve problems and identify opportunities

Teaching and planning pupil learning:

- Contribute to the design and provision of an engaging bilingual curriculum within the relevant subject areas
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misconceptions
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Ensure that children are well informed about their targets and progress
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence
- Promote positive practices for inclusion and promote fundamental British values.

Assessment and evaluation:

- 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.

Pupil achievement:

- Make explicit to pupils, parents, and the wider community the school's high expectations for all pupils
- Be accountable for pupils' progress and attend progress meetings with the Senior Leadership Team

Relations with parents/carers and the wider community:

- Ensure that parents and pupils are well-informed about the curriculum, progress and attainment, and about their shared responsibilities
- Collaborate with other agencies when providing for the academic, moral, social, emotional, spiritual and cultural well-being of children and their families
- Develop good professional relationships within a team
- Establish and develop close relationships with parents, governors and the community
Communicate effectively (both orally and in writing) to a variety of audiences.

Managing own performance and development:

- Participate in arrangements for performance management and take responsibility for own professional development
- Prioritise and manage own time effectively
- Work under pressure and to deadlines
- Sustain own motivation and that of other staff
- Manage own workload to encourage an appropriate work/life balance in keeping with relevant Trust policy.

The above responsibilities should be regarded as in addition to and complementary to the Teachers' Standards (July 2011 and as revised).

No job description can account fully for all tasks needing to be performed by a Class Teacher, and as such the contents of this document should not be seen as exhaustive. The Class Teacher will be required to carry out such duties as may reasonably be required by the Principal in the conscientious execution of their duties as a teacher.

Person Specification: EYFS Class Teacher

Accountable to: Principal

Salary: Main pay scale

Qualification Criteria

- Degree or equivalent from a recognised university
- Qualified Teacher Status (QTS) qualification
- Post Graduate Certificate in Education (PGCE) in Early Years (or equivalent)
- Experience teaching in Reception/KS1 and knowledge of the National Curriculum and EYFS framework
- Record of consistently high outcomes achieved/ record of progress supporting children in Reception/KS1

Experience

- Experience teaching in Reception/ KS1, knowledge of the National Curriculum and EYFS framework
- Record of consistently high outcomes achieved in Reception

Knowledge and understanding of:

- The UK National Curriculum and Early Years Framework
- The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)
- Statutory National Curriculum requirements within the Early Years and KS1
- The monitoring, assessment, recording and reporting of children's progress
- The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection
- The positive links necessary within school and with all its stakeholders
- The theory and practice of bilingual education and the opportunities and challenges it presents (desirable).

Teaching and Learning

- Experience and knowledge of teaching and learning (in a bilingual context is desirable)
- Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils
- Successful experience in creating a happy, challenging and effective learning environment
- A secure understanding of assessment strategies

- Experience of effective monitoring/evaluation of and intervention in teaching and learning
- Understanding of the key characteristics of an effective learning environment and the key elements of successful behaviour management
- Ability to plan effectively for the needs of all learners in the classroom
- Ability to differentiate well for all learners and adapt plans in the light of misconceptions
- Understanding of how to accelerate the progress of pupils under achieving.

Skills, Qualities, Abilities

- Strong commitment to the vision and ethos of the school
- Commitment to their own personal development and that of pupils
- High expectations of pupils' learning and achievement, academic and non- academic
- Be passionate about developing a bilingual approach to teaching and learning
- Be willing to listen, take advice and adapt classroom practice
- Strong commitment to school improvement and raising achievement for all
- Ability to build and maintain good relationships
- Ability to remain positive and enthusiastic when working under pressure
- Ability to organise work, prioritise tasks, make decisions and manage time effectively
- Good communication skills
- Good interpersonal skills
- Committed
- Empathetic
- Patient
- Resourceful

References and related checks

- Positive recommendation in two professional references
- Enhanced DBS clearance dated within the last two years.

Recruitment and Selection Statement

1. The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in the school to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. This school recognises the value of, and seeks to achieve, a diverse workforce which includes people from different backgrounds, with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, gender, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.
3. The school will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.
4. The school will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to the school.
5. The following pre-employment checks will be required:
 - receipt of at least two satisfactory references*
 - verification of the candidate's identity
 - a satisfactory Disclosure and Barring Service (DBS) disclosure
 - verification of the candidate's medical fitness
 - verification of qualifications
 - verification of professional status where required e.g. QTS status (unless properly exempted)
 - the production of evidence of the right to work in the UK.

NB It is illegal for anyone who is barred from working with children to apply for, or work in a school in any voluntary or paid capacity.

- *In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The school will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.
6. The school will keep and maintain a single central record of recruitment and vetting checks, in line with Department for Education requirements.
 7. The school requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.
 8. All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Disclosure and Barring Service Disclosure Certificate will only be accepted in certain restricted circumstances.

The School is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The School's Recruitment (Pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This School is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of the Trust's Safer Recruitment Policy is available from the Trust upon request.

Talent Education Trust is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.