

BEAL HIGH SCHOOL
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Executive Headteacher: Ms S Snowdon

MPS
Maternity Cover

The Beal Partnership, at Beal and Hainault Forest High Schools, wish to recruit teachers of the following subjects to cover Maternity Leave. Please download the job description, person specification and complete an application form if you would like to apply:

Required from February 2012

Science (Biology)	1 post
Media	1 post

Required from April 2012

Maths	1 post
Science (Biology)	1 post

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.

Enhanced CRB Disclosure is required for this post.

Application Forms and an Information Pack can be downloaded from our website (www.bealhighschool.org.uk). Please return the completed forms to Beal High School no later than Monday 21st November 2011.

The Beal Partnership

Beal High School

Job Description: Teacher

This job description is based on the professional standards for Teachers – Core

It is intended to clarify the professional characteristics and expectations that should be maintained by a classroom teacher.

Professional knowledge and understanding

Teaching and Learning. All teachers should:

- a. Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring. All teachers should:

- b. Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- c. Know a range of approaches to assessment, including the importance of formative assessment.
- d. Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- e. Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum. All teachers should:

- f. Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subject/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- g. Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

Literacy, Numeracy and ICT. All teachers should:

- h. Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity. All teachers should:

- i. Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences;
- j. Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching;
- k. Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- l. Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Professional skills

Planning. All teachers should:

- q. Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- r. Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context;;
- s. Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Teaching. All teachers should:

- t. Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion;
 - Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress;
 - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills;
 - Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
 - Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
- u. Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback. All teachers should:

- v. Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- x. Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- y. Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- z. Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning. All teachers should:

- i. Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- ii. Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning environment

- iii.
 - Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
 - Make use of the local arrangements concerning the safeguarding of children and young people.
 - Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- iv.
 - Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
 - Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- v. Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

The Beal Partnership

Beal High School

Person Specification

The applicant will be required to safeguard and promote the welfare of children and young people.

This person specification is based on the Professional Standards for Teachers – Core

Teachers should have met the core standards by the end of their induction period and continue to meet them throughout their teaching career

		Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
	Qualified Teacher Status	E	A
	Degree	E	A
	Demonstrates successful practice as a teacher in a secondary school – qualified or as a trainee	E	A/I/R
Professional attributes			
Relationships with Children and Young people. All teachers should:			
i.	Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them	E	A/I/R
ii.	Hold positive values and attitudes and adopt high standards of behaviour in their professional role		
Frameworks			
iii.	Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity	E	A/I/R
Communicating and working with others			
iv.	Communicate effectively with children, young people and colleagues.	E	A/I/R
v.	Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being	E	A/I/R
vi.	Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people	E	A/I/R
vii.	Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment	E	A/I/R
viii.	Have a commitment to collaboration and co-operative working where appropriate	E	A/I/R
Personal Professional development			
ix.	Evaluate their performance and be committed to improving their practice through appropriate professional development	E	A/I/R
x.	Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and	E	A/I/R

	improvements are identified		
xi.	Act upon advice and feedback and be open to coaching and mentoring	E	A/I/R
Team working and collaboration			
xii.	Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them	E	A/I/R
xiii.	Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil	E	A/I/R
Health and well-being			
xiv.	Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people	E	A/I/R
xv.	Know the local arrangements concerning the safeguarding of children and young people	E	A/I/R
xvi.	Know how to identify potential child abuse or neglect and follow safeguarding procedures	E	A/I/R
xvii.	Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support	E	A/I/R
Success and Effects. All teachers should demonstrate:			
i.	Effective time management	E	A/I/R
ii.	Achieve challenging professional goals	E	A/I/R
iii.	Take responsibility for their own professional development	E	A/I/R
Success and Effect. All teachers should demonstrate:			
i.	personal impact and presence	E	A/I/R
ii.	adaptability to changing circumstances and new ideas	E	A/I/R
iii.	energy, vigour and perseverance	E	A/I/R
iv.	self-confidence	E	A/I/R
v.	enthusiasm	E	A/I/R
vi.	intellectual ability	E	A/I/R
vii.	reliability and integrity	E	A/I/R
viii.	commitment	E	A/I/R
Commitments. Demonstrates the commitment to:			
i.	equal opportunities for all in the school community	E	A/I/R
ii.	safeguarding and promoting the welfare of young people	E	A/I/R
iii.	maintaining appropriate relationships and personal boundaries with children and young people	E	A/I/R
iv.	a professional attitude to the use of authority and maintaining good behaviour.	E	A/I/R

Asylum and Immigration Act 1996 and Immigration (Restriction on Employment) Order 2004

Under the Asylum and Immigration Act 1996 employers are required by law to see original evidence of proof of entitlement to work before taking on a new employee.

New regulations came into force on 1 May 2004 regarding what documents are required before employment can begin. The relevant documents are listed in the Immigration (Restriction on Employment) Order 2004.

If you are unable to produce one of the documents listed under Part 1* of the attached schedule **Descriptions of documents for the purposes of article 4(2)(a)**, then you must produce two documents as stated under Part 2* of the attached schedule **Descriptions of documents for the purposes of article 4(2)(b)**.

If you provide documents listed under Part 2* then these must consist of one document from 1(a) and one document from 1(b)(i) to (vii) **or** the document described in 2(a) and one document listed in 2(b)(i) to (ii). If the two documents that you produce show different names then you must also produce a document explaining the difference.

Please note that applicants who produce documents listed under Part 1* of the Schedule or Part 2* section 2(a) and (b) will still be required to provide proof of their National Insurance number; this is required by the Council's Payroll function for Benefits Agency and Inland Revenue purposes.

Under the Immigration (Restriction on Employment) Order 2004, it is a requirement that the employer must have satisfied himself that each document produced appears to relate to the employee in question. If you choose to post your documents or arrange for someone else to produce these on your behalf, we will have to make further enquiries to confirm your identity.

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SCHEDULE

Part 1

Descriptions of documents for the purposes of article 4(2)(a)

Article 4(2)(a)

1. A United Kingdom passport describing the holder as a British citizen or as a citizen of the United Kingdom and Colonies having the right of abode in the United Kingdom.
2. A passport containing a certificate of entitlement issued by or on behalf of the Government of the United Kingdom, certifying that the holder has the right of abode in the United Kingdom.
3. A passport or national identity card, issued by a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confers rights of entry to or residence in the United Kingdom, which describes the holder as a national of a State which is a party to that Agreement.
4. A United Kingdom residence permit issued to a national of a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confirms that the holder has rights of entry to or residence in the United Kingdom.
5. A passport or other travel document or a residence document issued by the Home Office which is endorsed to show that the holder has a current right of residence in the United Kingdom as the family member of a named national of a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confers rights of entry to or residence in the United Kingdom, and who is resident in the United Kingdom.
6. A passport or other travel document endorsed to show that the holder is exempt from immigration control, has indefinite leave to enter, or remain in, the United Kingdom or has no time limit on his stay.
7. A passport or other travel document endorsed to show that the holder has current leave to enter, or remain in, the United Kingdom and is permitted to take the employment in question, provided that it does not require the issue of a work permit.
8. A registration card which indicates that the holder is entitled to take employment in the United Kingdom.

Part 2

Descriptions of documents for the purposes of article 4(2)(b)

Article 4(2)(b)

1. (a) A document issued by a previous employer, Inland Revenue, the Department for Work and Pensions' Jobcentre Plus, the Employment Service, the Training and Employment Agency (Northern Ireland) or the Northern Ireland Social Security Agency, which contains the National Insurance number of the person named in the document; and

(b) either:-
 - (i) a birth certificate issued in the United Kingdom, which specifies the names of the holder's parents; or
 - (ii) a birth certificate issued in the Channel Islands, the Isle of Man or Ireland;or
 - (iii) a certificate of registration or naturalisation as a British citizen; or
 - (iv) a letter issued by the Home Office, to the holder, which indicates that the person named in it has been granted indefinite leave to enter or remain in the United Kingdom; or
 - (v) an Immigration Status Document issued by the Home Office, to the holder, endorsed with a United Kingdom Residence Permit, which indicates that the holder has been granted indefinite leave to enter or remain in the United Kingdom; or
 - (vi) a letter issued by the Home Office, to the holder, which indicates that the person named in it has subsisting leave to enter or remain in the United Kingdom and is entitled to take the employment in question in the United Kingdom; or
 - (vii) an Immigration Status Document issued by the Home Office, to the holder, endorsed with a United Kingdom Residence Permit, which indicates that the holder has been granted limited leave to enter or remain in the United Kingdom and is entitled to take the employment in question in the United Kingdom.
2. (a) A work permit or other approval to take employment issued by Work Permits UK;
and

(b) either:-
 - (i) a passport or other travel document endorsed to show that the holder has current leave to enter, or remain in, the United Kingdom and is permitted to take the work permit employment in question, or
 - (ii) a letter issued by the Home Office to the holder, confirming the same.