



# **Hermitage Primary School**

## **Class Teacher**

**Key stage 1 and Key stage 2**

**May 2024**

Dear applicant,

I am delighted that you are interested in the position of EYFS teacher at Hermitage Primary School; this is an exciting opportunity for an individual who is keen to become a member of a school within a local, cross-phase multi-academy trust. Hermitage is keen to appoint a teacher to both key stage 1 and key stage 2, joining the school from September 2024.

Hermitage is an oversubscribed, two-form entry primary school in the London Borough of Hillingdon, which has an excellent reputation within its local community. The school joined Vanguard Learning Trust in September 2021 after being an associate school since the spring term of 2020. We are looking for a nursery teacher who will embrace Hermitage's vision, including maintaining its relentless focus on high-quality teaching and learning. The school is committed to meeting the needs of all pupils which complements Vanguard Learning Trust's vision of outstanding, inclusive education.

The successful applicant will work alongside a team of committed professionals who have the aim of ensuring that our pupils receive the best educational experience possible at this crucial stage of their development. The successful candidate will benefit from excellent CPD both in-school and Trust-wide, learning from a wide range of new and experienced practitioners.

We look forward to reading your application and, for those candidates selected for the interview stage, meeting you as part of the selection panel.

Yours faithfully,



Mr N Hingley  
Headteacher

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## About our school

As visitors enter the doors of Hermitage Primary School, they notice the warm and family-orientated atmosphere that permeates the school. Hermitage is a happy and welcoming environment where everyone cares about each other and all interactions are based on mutual respect. From their first tentative sessions in Nursery through to their final days in Year 6, our staff support our children every step of the way. Our pupils are encouraged to embrace their individuality and find their place in the school, the community and beyond.

The school is located near Uxbridge town centre and is easily accessible by bus, train or car. The premises offer a number of breakout areas, use of the MUGA, a large multi-purpose field, a well-stocked library, bright and spacious classrooms and cooking facilities. All classrooms have a whiteboard and visualiser as well as a bank of year group chromebooks and iPads. There are subject specialist teachers for computing, PE and French. The continued professional development of our staff is actively encouraged and supported with accreditations being rewarded across a number of different roles in the school.

We recognise that each child is an individual with specific needs, interests, experiences and abilities. Our staff go that extra mile to ensure that through effective provision of differentiated learning opportunities, each and every pupil achieves success. Our curriculum is constantly evolving, aligned with pupils' progression. Although we have a structured and robust framework in place, staff are encouraged to be autonomous and actively develop innovative ways to deepen pupils' learning and create a thirst for learning.

We realise that our children need more than just an excellent academic education to succeed and prosper in tomorrow's world. Hence, our values are developed through our bespoke SMILE programme. We believe all our children should be/have:

Socially confident  
Mentally healthy  
Intellectually curious  
Life-long aspiration  
Emotionally regulated

At Hermitage, we are very proud of our excellent standards of behaviour. All pupils have very clear boundaries for behaviour through our 'Steps and Success' programme which is delivered by all staff consistently and fairly, so that children are fully aware of the expectations and feel safe in school. We nurture good behaviour through modelling and building strong relationships rooted in respect and empathy. Behaviour is rewarded within class through incentives such as star of the week, marble jars and significant achievement assemblies.

Staff and pupil wellbeing is of paramount importance to the Hermitage family and we recognise and support the individual circumstances that may present themselves. A dedicated pupil wellbeing officer builds relationships with pupils and parents, offering provision and intervention that matches the needs of the pupils. Our staff wellbeing officers are available to support their colleagues, and an 'open door' approach by senior leaders ensures problems are identified early and appropriate support is offered.

For our pupils to thrive, effective partnerships with parents and carers are essential. Regular communication through the online platform Class Dojo, email, newsletters, workshops and coffee mornings ensure families feel part of our school. Our staff are approachable and always available to talk to parents. Regular parents' evenings are scheduled throughout the year and parents receive regular

feedback on their child's progress, attainment and wellbeing at school. Parents and carers are actively encouraged to be part of our school community through volunteering in class and supporting events.

At Hermitage, we believe passionately that all children and staff deserve to feel safe and included within our community, allowing them to become the best they can be. We are focused on excellence, surrounded by care.

## About the Trust

Vanguard Learning Trust is a cross-phase Trust in the London Borough of Hillingdon. Vyners Learning Trust was established in February 2015 when Ryefield Primary School and Vyners School formed the multi-academy trust. In September 2018, Ruislip High School joined the Trust which was renamed Vanguard Learning Trust. The Trust currently has five schools: Field End Junior School, Hermitage Primary School, Ruislip High School, Ryefield Primary School and Vyners School. Oak Farm Primary School has also recently joined as an associate member. The history of Vanguard Learning Trust is available on the Trust's website ([click here](#)) as well as the Trust dividend report for 2021-2022 ([click here](#)).

### School information about the other schools in Vanguard Learning Trust

#### Field End Junior School

Field End Junior School is truly a community school and has been part of the Ruislip landscape for over 70 years. It is a four-form entry junior school, sharing the same site as the infant school. It is a genuinely happy and exciting place to be; the school's community plays an important role in shaping the young people into the adults they become when they go out into the world. Staff strive to do all they can to help each child reach their potential. Staff believe that school days should be filled, not only with learning, but with fun, friendship and memories to last a lifetime.

#### Ruislip High School

Ruislip High School opened its doors to its first cohort of Year 7 in September 2006. It is a mixed, comprehensive secondary school situated in South Ruislip. Ruislip High School has evolved into a school of choice in the local area with circa 1100 pupils. The school has been designated outstanding by Ofsted in 2007, 2011 and 2023. Ruislip High School's logo symbolises the school's motto -from grass roots, to reaching for the sky- which represents high aspirations and pupils' journey as they progress through the school.

#### Ryefield Primary School

Ryefield was established in 1960 and as a school community it strives for excellence. Ryefield is an excellent school where its children love learning and achieve the highest standards possible in a thriving multicultural learning environment. Above all Ryefield strives to touch the lives of all its children to ensure they grow up to be reflective, self-aware, and resourceful; they are at peace with themselves; empathetic towards others and confident young people.

#### Vyners School

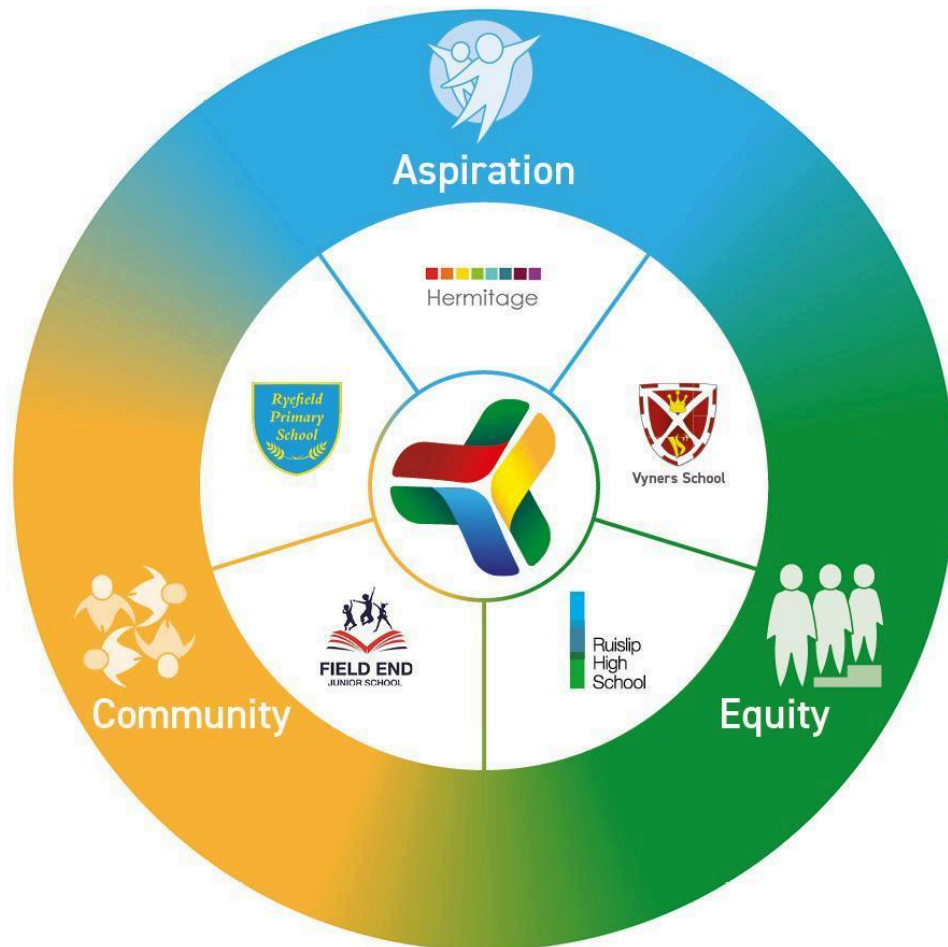
Vyners School was established in 1960. It is a highly oversubscribed mixed secondary, comprehensive school based in Ickenham with circa 1,200 pupils. Vyners is an extremely popular and successful school with an excellent reputation for academic achievement and extracurricular activities. Underpinned by its school's values -community, aspiration, respect and endeavour- Vyners prides itself on the positive relationships that exist in the school and the sense of being part of a happy community. In May 2019, Ofsted designated Vyners as outstanding as part of its Section 5 inspection.

The Trust's vision, values and mission statement are as follows:

# Vanguard Learning Trust

## Our vision

Outstanding, inclusive education



### Core purpose

Vanguard Learning Trust's core purpose is to provide outstanding, inclusive education through collective responsibility across several, rather than individual, local schools. This provides a sustainable foundation allowing for a broader range of school improvement work including cross-phase, joint professional development opportunities as well as student activities. The collective responsibility allows schools and the central team to provide support and share expertise both within and beyond the Trust.

### The Trust's values are represented by ACE:



#### Aspiration

Endless possibilities with limitless boundaries



#### Community

Collective responsibility, collaborating within and beyond the Trust



#### Equity

Opportunities for all to achieve equitable outcomes

### Mission statement

As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. We have a collective purpose and responsibility to provide effective teaching, through a curriculum based on equality of opportunity and entitlement that allows our students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, and the common aspiration that all students can achieve their potential.

## **Class teacher (Key stage 1/key stage 2)**

<b>Reports to:</b>	Phase leader
<b>Salary:</b>	MPS 1 -UPS 3, depending on experience (FTE: £34,514 - £51,179)
<b>Working days:</b>	Full-time, Monday - Friday, permanent Part-time and flexible working arrangements will be considered.
<b>Start date:</b>	September 2024

### **Purpose:**

At Hermitage, staff are expected to promote the highest quality learning through the expectations they set, the way in which they undertake their responsibilities as set out in this job description, the professional challenge they provide to all and the respect they show to everyone within our learning community – pupils, parents/carers, governors and staff. All staff are required to model the learning behaviours they promote in pupils and to take responsibility for leading their own professional and personal development.

As a Class Teacher you are required to carry out the professional duties and responsibilities of a teacher as set out in the current School Teachers' Pay and Conditions document, the required standards for Qualified Teacher Status, other current educational legislation including relevant Education Acts and the schools' Articles of Government. You will have responsibility for a class (or classes according to agreed timetable) and will teach according to the school's guidelines and policies.

Staff at Hermitage are expected to make the education of the pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. You must act with honesty and integrity: have strong subject knowledge, keep knowledge and skills as a teacher up to date and be self-critical, forge positive professional relationships and work with parents in the best interest of our pupils.

### **Pastoral Care**

The class teacher will:

- take responsibility for the safety, education and social development of each child in their class and throughout the school;
- be a role model for the development of children's social behaviour and attitudes;
- provide a safe, secure and well-organised environment that encourages the development of children as independent learners and considerate members of the school community;
- implement school policies and guidelines for pastoral care and be committed to safeguarding; and
- build and maintain positive relationships with parents.

### **Pupil Learning**

The class teacher will:

- implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils;
- make accurate and productive use of assessment and use relevant data to monitor progress;
- practise effective classroom management of primary aged children;
- contribute to raising standards of pupils' attainment through quality first teaching;
- manage behaviour effectively to ensure a good and safe learning environment;
- use support staff effectively to support learning;



- create a stimulating environment conducive to a range of learning styles;
- teach challenging, well organised lessons, using appropriate teaching strategies which respond to the strengths and needs of all pupils; and
- follow the schools agreed approach to the curriculum e.g. Early years, National Curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the schools own work schemes.

### **Demonstrate good subject and curriculum knowledge**

The class teacher will:

- demonstrate good, up-to-date subject knowledge;
- have a secure knowledge of the relevant subject and curriculum areas, foster and maintain pupil's interest in the subject and address misunderstandings; and
- demonstrate a critical understanding of developments in subjects and curriculum areas.

### **Curriculum development**

The class teacher will:

- take responsibility for the coordination of a subject throughout the school and to raise the profile of their subject throughout the school community;
- be responsible for identifying resource needs and efficient/effective use in the promotion of their subject throughout the school;
- be responsible for writing and publishing subject guidance and expectations (G&E) in consultation with the staff and governors;
- establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, social and cultural development;
- establish, develop and implement a scheme of work/long term plan for their subject area in accordance with government requirements and school policy;
- monitor and evaluate the effects of the subject G&E (to include monitoring of planning, teaching, assessments, learning outcomes and pupil voice);
- monitor evidence to make judgements that will lead to sustained improvements in their subject area across the school;
- maintain a subject coordinator's file organised as according to the school's format; and
- promote theme week displays across the school.

### **Professional Development**

The class teacher will:

- keep up to date with current statutory requirements, educational thinking and practice, through personal study, attendance at courses and peer observation;
- maintain competent ICT skills to use in teaching and in general class administration e.g. class records on spreadsheets, word-processing for planning;
- participate in the annual Appraisal system;
- have an excellent working knowledge of teachers' professional duties, professional standards and legal liabilities, including upholding Fundamental British Values;
- identify key professional development needs and to continue personal development as agreed to ensure impact on quality of teaching;
- attend staff meetings and take part in formulating and implementing whole school policies; and
- be open to feedback and self-reflect with an impact on their own practice.

### **Monitoring, Assessment, Recording & Reporting**

The class teacher will:

- mark pupils' work promptly and positively according to the school's marking policy;
- make regular assessments and observations of children's work in line with the school's assessment calendar and reporting process, keep records to check learning is understood and completed, monitor strengths and weaknesses, inform planning and identify the level at which the pupil is achieving;
- liaise with the Head of school, assistant headteacher, SENDCo and/or parents/carers, as appropriate;
- take part in whole school assessment initiatives, such as tests or moderation of levelling writing, to ensure a picture of the attainment and progress of individual children is captured throughout their time at our school;
- meet with parents formally, and informally as required, to discuss children's well-being, progress and individual needs, drawing on attention to special skills and talents, as well as difficulties;
- write reports on each child annually, and reports for transfer to other schools if required;
- liaise with the SENDCo to write and review targets for specific children;
- liaise with the Pupil Premium and EAL Leader to ensure appropriate opportunities are presented which allow the identification and subsequent enrichment of learning for target pupils; and
- adhere to the practice of confidentiality and safeguarding regarding pupils' records.

### **Health and Wellbeing**

The class teacher will:

- assist with the implementation of the school's systems and policies relating to safeguarding and behaviour management so that effective learning can take place;
- contribute to the PSHE, behavioural and pastoral support systems in accordance to school policy; and
- establish a purposeful and safe learning environment for all learners.

### **Additional Duties**

The class teacher will:

- play a full part in the life of the school community, to support its ethos and to encourage and ensure staff and pupils follow this example;
- support the school in meeting its legal requirements including those for worship;
- comply with the school's health and safety policy and undertake risk assessments as appropriate;
- keep well informed of current initiatives and good classroom practice;
- have knowledge of the requirements of the National Curriculum and its implementation;
- be willing to organise and run an extra-curricular activity for the children either during lunchtime or after school;
- carry out playground and other duties as directed and within the remit of the schools Teachers' Pay and Conditions document;
- represent the school in a professional manner and know how and when to draw on advice and specialist support;
- show tolerance and respect for the right of others;
- have regard, for the need to safeguard pupils' well-being in accordance with safeguarding provisions;
- ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law; and
- have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their attendance and punctuality.

## Person Specification

Qualifications and training		Essential	Desirable
1.1	Qualified teacher status; overseas staff to ensure their overseas QTS has been converted to DfE QTS within the timeframe of four years.	✓	
1.2	A degree or equivalent.	✓	

Teaching and management experience		Essential	Desirable
2.1	Experience of teaching at the appropriate age group as a qualified teacher.	✓	
2.2	Experience of teaching across the whole Primary age range.		✓
2.3	Experience of working in partnership with parents.		✓
2.4	Consistent teaching observation grades of good or outstanding.	✓	

Professional knowledge, understanding, skills and attributes		Essential	Desirable
3.1	Have an understanding of what motivates children to learn effectively	✓	
3.2	Have an understanding of the theory and practice of how to provide effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)	✓	
3.3	Greater in-depth knowledge of a particular subject	✓	
3.4	Have knowledge and an understanding of the links between schools, especially within the VLT Trust schools.		✓
3.5	Have an understanding of statutory National Curriculum requirements at the appropriate key stage.	✓	
3.6	Have experience of the monitoring, assessment, recording and reporting of children's progress	✓	
3.7	Have an understanding of the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection and how to put this into practice.	✓	
3.8	Have an understanding of the positive links necessary within school and with all its stakeholders	✓	
3.9	Have an understanding of effective teaching and learning styles.	✓	
3.10	Be able to establish positive relationships with all our children.	✓	
3.11	Have the ability to develop good personal relationships within a team.	✓	
3.12	Have the ability to establish and develop close relationships with parents, governors and the community.	✓	
3.13	Be able to promote the school's aims positively, and use effective strategies to monitor motivation and morale.	✓	
3.14	Be able to communicate effectively (both orally and in writing) to a variety of audiences.	✓	
3.15	Has the ability to create a happy, challenging and effective learning environment.	✓	
3.16	Be able to develop strategies for creating community links.		✓
3.17	Be willing to learn and constantly improve.	✓	
3.18	Has a passion for making a difference to all pupils in their care.	✓	
3.19	To be approachable, committed, empathetic, enthusiastic, organised, patient, resourceful, reflective and have a sense of humour.	✓	

<b>Equal opportunities</b>		Essential	Desirable
4.1	A commitment to providing equal opportunities in both the curriculum and pastoral care.	✓	
4.2	Experience in promoting equal opportunities in staff recruitment, promotion, training and/or employment.		✓
4.3	Valued the needs of individual children and the diversity of their cultural backgrounds, providing equal opportunities for access to learning.	✓	

All aspects of the personal specification will be assessed through the recruitment process. Applicants should ensure that all aspects of the qualifications and experience section are explicitly referred to in their application form including using the supporting statement if required.

## **How to apply**

### **Application process**

In addition to this candidate pack, the school's website ([click here](#)) will provide prospective applicants with all relevant information and publications.

Applicants should complete the application form, ensuring that their supporting statement relates to the personal specification provided in this pack and is no more than two sides of A4 font size 12. In compliance with safer recruitment guidelines, CVs will not be accepted. Completed application forms should be sent to [recruitment@vlt.org.uk](mailto:recruitment@vlt.org.uk)

The closing date for applications is 10.00am on Monday 13th May 2024 and the interview process will be held on Friday 17th May 2024.

Please note, parking is not available on the school site but advice will be given regarding where parking is available locally if you are shortlisted for an interview.

### **Selection process**

Full details will be provided to all candidates selected for the interview process and will consist of a lesson observation and panel interview.