

Fairfield Park School

Class Teacher



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Letter from Chair of Governors

Thank you for your interest in the position of Key Stage 1 Class Teacher maternity leave cover at Fairfield Park Lower School. We are looking to appoint an outstanding candidate and warmly welcome your application.

This is a very exciting opportunity to join a forward thinking, outstanding school with excellent staff led successfully by an exceptionally strong School Leadership Team. The governing body are experienced and supportive with a very close working relationship to the school.

Fairfield Park Lower School opened its doors in 2007 as a one form entry lower school and through several expansions has now become three form entry with nursery provision included for over 400 pupils. In September 2018, the school expanded across 2 sites.

We are looking to appoint a confident Key Stage 1 Class Teacher who has forward thinking skills that will help drive the school forward whilst we grow onto our second site and move to a Primary, maintaining outstanding practice.

This is a very exciting opportunity and we look forward to welcoming you here at Fairfield Park.

We have carefully prepared this information pack for you, but if there is anything else you wish to know or discuss, please visit our website www.fairfield.beds.sch.uk or contact myself or our Head teacher Mrs Jenny Stone on 01462 830000.

We look forward to receiving your application.

Yours sincerely

Sue Howley
Chair of Governors





Candidate Information

Vacancy: KS1 Class Teacher (maternity leave cover)
Hours of Work: 2 days (Mon & Tue)
Responsible to: Head Teacher

Fairfield Park School has expanded onto a 2nd site in the local community and has increased to a 3FE initially. It will be facing considerable and on-going changes in the next few years. We aspire to continue as a thriving, forward thinking school in all aspects and we seek an enthusiastic and creative teacher to help us achieve that goal. We are 2017 winners of the prestigious NGA Awards for outstanding governance in a single school and the governors are part of our thriving community.

There will be a number of opportunities and challenges ahead and these include:

Managing effective change: Helping to shape the teaching and learning vision for the expansion of Fairfield Park over 2 sites without losing our unique identity.

Collaborative leadership: Working effectively with an enthusiastic senior leadership team, teaching and learning team and admin, finance and premises team. Working with the wider team including extended services, governors and the holistic enrichment of school life.

Retaining our school ethos: Maintaining and further building the community ethos of Fairfield Park.

Developing partnerships: Working collaboratively with a wide range of stakeholders.

This role is critical in ensuring that everything about Fairfield Park is excellent and that it continues to be successful and a happy and healthy place to learn and work.



The Application and Selection process



During the interview day, candidates will be given activities to assess performance against the person specification. Shortlisted candidates will be provided with further details of the interview process and arrangements.

Please submit your application using the My New Term platform. Do not enclose a CV. The selection panel will also take into consideration the qualifications and skills of each applicant as well as experience and personal attributes.

We encourage you to visit our school. To arrange a visit or if you have any questions please contact the school email via office@fairfieldparklower.uk

The Governing Body and Central Bedfordshire Council are committed to safeguarding and promoting the welfare of children and young persons.

The Class Teacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

This position requires a cleared enhanced DBS check before you join the team.





About our School

Welcome to Fairfield Park Lower School, where staff, pupils, parents and carers are nurtured and supported through our strong pastoral ethos. We care passionately about our community and the welfare of all stakeholders; this is embedded into all our practices. We have a thriving PTA, and parent helper group, we are a 'People Place' where we learn and grow together; we are proud that we are an emotionally intelligent school. We have excellent facilities for staff, pupils and our local community; we have a thriving extended community involving a range of lettings and provision including a breakfast and after school club.

Fairfield Park school was a new school in 2007 and has constantly evolved and expanded over the years and is used to managing change. We have had staff stability in that process and grown staff each year as we have expanded. We have a history of coaching, supporting and offering high quality CPD to enable all to achieve their very best. Many staff have pursued their own qualifications further and continued their lifelong learning pathway through working with us. We are passionate to promote a very happy and skilled staff population, with wellbeing built into our school year. Creative, fun, secure staff create enthusiastic happy and well-rounded learners.

Our ethos

We are committed to providing children with a high quality education in a secure and nurturing setting. Our inspiring curriculum and dedicated staff provide quality engaging learning environments and a range of enrichment opportunities. High expectations enable pupils to achieve quality learning outcomes ensuring all pupils have a solid foundation block and love of learning. At the heart of everything we do is achievement, progress, challenge, inspiration, engagement, enjoyment and innovation. We aim to prepare our young pupils for life in a rapidly changing technologically driven global society. Everyone at Fairfield Park is respected and valued and there is equal opportunity for all. Discipline is based upon care for each other and positive reinforcement. Pupils contribute to shaping the school ethos through the School Council and achievements are shared and celebrated. Fairfield Park is a very reflective school, building in annual reviews and professional dialogues to always further enhance pupil outcomes. All staff are part of this culture and have a voice to develop and evolve the school; these are embedded in regular team meetings throughout the year. Fairfield Park has a committed and an outstanding Governing Body, they support, engage and offer effective challenge.

Expansion

Fairfield Park Lower School is currently a three-form entry lower school, providing education for children in Year Groups: Nursery – Year 4. In addition, we have an established independent pre-school (age 2+) on the Dickens Boulevard site. From October 2018 we are one school but based in two locations, reflecting the same ethos and mirroring the excellent provision for which Fairfield Park is known. The school has been built as a 4FE school and is ready to be commissioned by the Local Authority. Ultimately over time the school will expand to a 4FE Primary with ultimately 720+ pupils across 2 two sites, with two maintained nurseries attached. Please see the website <https://www.fairfield.beds.sch.uk/> to see the detailed curriculum and progression of skills.





Curriculum

Excellence is achieved through high expectations, innovation and challenge for all. We are passionate about our age appropriate inclusive engaging curriculum, embedded into whole school project weeks where pupils have the opportunity to apply their skills further through teamwork, problem solving, risk taking, reflecting and celebrating. A flavour of our project weeks delivered are Engineering week; Health and Fitness week; Culture week through The Arts (Contemporary, The Tate, sculpture, spiritual art); Road Safety week; International week. Our results are consistently above national and local standards and our curriculum is further enriched in a variety of ways including PE, Music and the Arts.

Play and lunch times are well resourced and supported by quality staff including structured sport activities and Play Leaders. These times are supported by sports and pastoral assistants. We believe that learning should be enjoyed by all and the moment you step through the doors of our caring and happy school we believe you will experience this for yourself.

Pre-school

Poppyfields is an independent preschool on the Dickens Boulevard site and operates from The Pavilion bungalow, the access is from the Community Centre pathway. The provision provides a happy, stimulating, high quality and secure nursery setting for all children aged 2 years to 5 years and 'out of school hours' club for children aged 2 years to 7 years. The pre-school was rated as 'Outstanding' by Ofsted in October 2015 stating that the "physical environment is highly stimulating and supports learning well" and "Children are excited about coming into the nursery and being able to choose their favourite toy. The relationships between children and adults are warm and caring". The full report can be found on our website.

Breakfast and after school clubs

There is a range of provision on our school sites to suit parent's needs and children's interests. We can provide facilities and care for children between 8.00am to 6.00pm and some holiday provision and this is much valued by our working parents. On the Dickens Boulevard site Poppyfields offer breakfast club to the full age range of the school and after school for the younger age phase up to age 7. The school has worked in a close relationship with Poppyfields for the last 15 years to promote the well-being and holistic needs of the children. The school manage after school club for children aged 7 to 9 in a friendly, homely environment in our community room in the Pavilion bungalow. Both after school provisions use our extensive outside facilities to mix play and learning together. Dawn until Dusk offer the breakfast and afterschool provision on the Ruskin Drive site for reception to year 4 from 7.30am - 6pm.

Extra-curricular Clubs

A wide range of clubs are also available before and after the school day to extend our child care service where they can learn key sporting techniques and skills. The clubs are run by a range of competent staff and organisations in a warm, friendly and caring environment. Our children enjoy a wide range of clubs before, after and during the school day including French, Spanish, Yoga, Karate, Tri-golf, Fitness, Dodgeball, Fun & Games, Multi-skills, Netball, Athletics, Cricket, Rounders and Tennis. Holiday club provision is also offered by the school and partner agencies. Holidays clubs are available to FPLS children only and all staff are invited to work during the holidays to provide this service.

Staff Incentives

Wellbeing of staff is at the heart of our organisation. We create a culture where staff feel supported, are well trained and are happy and effective in their roles. Systems and processes are outstanding and fully embedded to ensure there are clear roles and responsibilities in place. We offer discounted childcare to our nurseries and wrap provision for staff. There is a multi-layer of wellbeing threaded through school life to ensure wellbeing and work life is respected and central.



Job Description – Class Teacher

Job Title: KS1 Class Teacher (mat leave cover)

Responsible to: Headteacher

Hours of Work: Part Time, 2 days per week (Mon & Tue)

Job Purpose:

To be responsible for the learner achievement within a class/classes through effective teaching and learning and contributing to the monitoring and development of an aspect of pupil learning across the school or curriculum area.

Main duties and responsibilities

To know, understand and value each child as an individual (for example, learning stage, background, interests, strengths and weaknesses).

To be responsible for promoting and safeguarding the welfare of all pupils at the school.

To share and promote the school ethos within the context of a whole school team, supporting liaison and a collegial relationship amongst the staff of the school.

To be directly responsible for the quality of pupils learning to include:

- ❖ Work is planned effectively in the short, medium and long term
- ❖ Lessons have clear objectives and success criteria and provide for the differentiated needs of learners and to ensure curriculum coverage
- ❖ range of effective teaching and learning strategies are implemented including inclusive practices to meet the needs of all learners and ensuring that excellence and enjoyment is achieved
- ❖ Work is matched to pupils' attainment and abilities
- ❖ The class is well organised and resources are used effectively
- ❖ The classroom environment is stimulating and well cared for
- ❖ High expectations are evident in the pupils' work and behavior
- ❖ Children are well motivated and challenged
- ❖ Children are independent learners and apply key skills
- ❖ Teaching is engaging and creative

To plan, prepare and evaluate, in consultation with colleagues, the learning activities of each child in accordance with the aims and objectives of agreed school policies, National Curriculum programmes of study and statutory SACRE RE Framework.

To provide opportunities and resources for differentiated development and progression in all curriculum areas.

To be directly responsible for the quality of pupils learning to include:

The progress they make in knowledge, understanding and skills

The skills they need to be effective learners

The attitudes that are promoted including motivation, co-operation and willingness to work collaboratively.

To implement the schools agreed policies and guidelines.

To embrace and model the whole schools vision and ethos.

To have high expectations of standards of work and achievement of all children.

To regularly observe, assess and record the progress of each child's learning development and to communicate such observations to parents, colleagues and other agencies as appropriate.

Analyse relevant data to promote the highest possible aspirations for learners, targeting expectations and actions to raise their achievements and to prevent under achievement

To ensure that IEPs are implemented and kept up to date. To contribute to the IEP review process. Liaise with the SEN Co-ordinator, GT leader and Inclusion Manager.

To be directly responsible and accountable for the standards that a class of children achieve and to ensure that they demonstrate competence, equal to their abilities, across the curriculum.

To provide a classroom environment that is stimulating, interesting and lively and within which all resources are stored and maintained in a safe and healthy manner.

To work with colleagues, being prepared to offer and receive help and to participate fully and regularly in meetings to discuss matters relevant to the school as appropriate.

To regularly review the effect of his/her professional practice in all aspects of teaching, to strive to develop professional expertise and knowledge and to improve and enhance teaching performance and enrich the learning experience with a class and across a group of learners. To participate fully in the staff Performance Management process.

To be responsible for co-ordinating at least one area of the curriculum, or an aspect of development across the whole school. Monitor and develop this area to ensure appropriate opportunities are offered for learner aspirations to be met.

Play a role in the development and application of priorities, policies and activities to further the achievement of whole school aims.

To maintain high standards of behaviour and discipline within the classroom and throughout the school.

To share responsibility with others for the whole school issues such as display, health and safety and safeguarding.

Where appropriate to oversee the work of others and work collaboratively, within and beyond the classroom, with support staff (including directing their day to day work), teachers, other professionals, parents, agencies and communities to enhance teaching and learning and to promote the positive contribution and wellbeing of learners.

To support the Head teacher in the furtherance of the schools vision and aims.

Support and implement practices and policies with encourage mutual tolerance and respect for diversity in all aspects of employment. Contribute to the development of the 'whole school' through full involvement in school based activities and associated community activities. Contribute positively, consistently and effectively to the ongoing development of the school.

To be responsible for co-ordinating at least one area of the curriculum, or an aspect of development across the whole school.

Person specification

This acts as selection criteria and gives an outline of the type of person and the characteristic required to do the job.

Essential (E):- without which a candidate would be rejected. Desirable (D):- used to help in shortlisting.

	ESSENTIAL	DESIRED
QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified teacher status • Degree level qualification • Previous experience of working in a lower, primary or middle school 	<ul style="list-style-type: none"> • Previous experience teaching EYFS & key stage 1 • Evidence of recent in-service training • Degree or Talent in Music, MFL, or Computing /DT
KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> • High expectations for learning and learners • Excellent behaviour management skills • How do pupils learn in your class? (BARE/ARE/AARE) • How do you engage learners? • What does your teaching delivery look like? • How would you make learning stick? • What does your behavior management look like in your class? • What would the parents say about you? • Share a memorable lesson, how do you know it had impact? • How do you work in a team • Share an area/project that you led. What was the intent, implementation and impact? 	<ul style="list-style-type: none"> • Knowledge and experience of using Target Tracker for data collection • Experience of leading a subject area: Music, MFL, or Computing/DT
PERSONAL QUALITIES	<ul style="list-style-type: none"> • Excellent interpersonal & communication skills. • Energy and commitment. • Good attendance and punctuality • Flexible /adaptable / resilient • Organised & Hardworking • Commitment to personal development/training 	<ul style="list-style-type: none"> • Aspirations to lead and empower others/lead projects • Aspirations for a career pathway to middle leadership • Involvement in community life

About Fairfield Park

Fairfield Park is a village and civil parish located in the Central Bedfordshire district of Bedfordshire, England. It is in the civil parish of Fairfield Park.

The village was established in the early 2,000s in the buildings and grounds of Fairfield Hospital, which closed in 1999. The village consists of some 900 dwellings of different housing types and about 100 apartments in the former hospital building.

Fairfield Park was originally intended to become a new village in its own right, but was designated by planners as part of Stotfold civil parish. However, on 1st April 2013 the village became a separate civil parish and elected its own parish council in May 2013. Fairfield has extended now onto Fairfield Gardens and a new housing development is currently being built around the Ruskin Drive school site.

Amenities in the village include an active Community Centre, Bannatyne Health Club and Spa including a restaurant, Tesco Express, small parade of shops, Thornes Garden Nursery, Café and Chicken Centre and Fairfield Park Lower School (2 sites – Dickens Boulevard and Ruskin Drive) .

TransportLinks

Fairfield Park is within easy commute of Luton, Milton Keynes, and other areas of Bedfordshire, Hertfordshire and Northamptonshire and is close to the M1 motorway and the A1. We also have good commuter links with regular trains to London (Kings Cross) taking approximately 30 minutes.



Our Location

Fairfield Park Lower School has 2 site one is located on Dickens Boulevard and the other on Ruskin Drive just off the A507. Please see our website <https://www.fairfield.beds.sch.uk/> for directions and maps

