

# Whinfield Primary School

## Teacher

Permanent Full Time

## Candidate Brochure

### Aiming Higher Together

In our school we:

- Strive to ensure each pupil is given the support and opportunities needed to achieve their full potential
- Nurture and value every individual
- Promote a love for life-long learning
- Set high standards and maintain progress
- Encourage independence and the ability to solve problems
- Engender respect for all
- Ensure a healthy, happy and safe environment
- Prepare pupils for life in an ever evolving world
- Deliver a broad and balanced curriculum



Whinfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

[www.whinfield.net](http://www.whinfield.net)

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### Key Facts and Statistics

Type of School	Local Authority Maintained School
Location	Darlington, Co. Durham
Denomination	None
Age Range	5 to 11 years
School Established	1977
Co- Educational or Single Sex	Co- Educational
Number of Children	630
Average Class size	30
Number of Teaching Staff	23.6
Newly Qualified Teachers	2
Number of Teaching Assistants	14

#### School Awards



## Candidate Brochure

### Our School

The Headteacher and Governing Body of Whinfield Primary School aim to provide the children with a quality education and pride themselves on a team ethos, promoting the highest standards of learning and achievement for all of our students.

As a team we ensure we are all working towards the same goal to promote a lifelong love of learning. Everything we do is centred around the children and their right to be encouraged to achieve, to find their talents, to enjoy learning and succeed in whatever they choose.

We strive to create an environment which allows children to explore the depths of education and that this carries on throughout their school life into adulthood.

### Our History

Whinfield Infant School opened on 1<sup>st</sup> September 1977, A Durham County Council Local Authority Maintained School. In 1979 the Junior School opened next door.

In 1997 Darlington Unitary Local Authority was formed and Whinfield schools transferred to Darlington.

In 2008 the Infant and Junior Schools amalgamated to become the first three form entry Primary School in Darlington with places for 630 children.



### Our Environment

Whinfield is a large single storey building set in extensive grounds comprising of a woodland area at the edge of extensive fields. Our floodlit Multi Use Games area and two playgrounds encourage our children to explore a range of sporting activities as well as having fun! For our younger children in Key Stage One and Early Years there is a separate playground with markings and equipment to stimulate early friendships to grow. The Early Years Foundation Stage unit has its own landscaped outdoor learning space, designed around the seven areas of learning.

We are proud of our positive learning environment and interactive displays. We ensure children feel inspired by surroundings which are both enriching and conducive to learning. Our classrooms are well equipped with interactive whiteboards, computers, laptops and tablet computers. The Early Years Foundation Stage Unit has a range of controllable toys and ipads - these help develop early technology skills and therefore inspire wider learning.

Our two halls are multi purpose accommodating childcare before and after school, lunch and a wide range of PE and assemblies.

## Candidate Brochure

### Our Staff Team

Our ethos of 'Aiming High Together' has enabled us to create a shared vision built around ensuring children are given the best opportunities for our children to achieve. This means the children are at the centre of everything we do!

There are 3 classes in every year group which gives staff opportunities to plan, moderate, share resources and ideas and support each other with in effective year group team led by a designated team leader.

Continuing Professional Development for all staff is an integral part of our philosophy.

The whole school community works together to ensure that all the children feel safe, have a voice, respect other and are will prepared for each stage of their education.

### Why Whinfield?

Whinfield offers a friendly and supportive Senior Leadership Team and Governing Body. In addition we offer the opportunity to teach children who are motivated to learn, and have a wonderful sense of humour.

You will have opportunities to develop your skills as a leader, explore new ideas for continual school improvement and be assured an opportunity to be part of a dynamic team committed to school improvement.



### Our Governors

Our Governors are a small group of extremely committed people who have a range of backgrounds such as teaching, finance, health and safety and business.

The governing body meet as a full group as well as four smaller committees, Finance & Premises, Curriculum, Personnel and Pay Review. They focus on curriculum and safeguarding, raising achievement and data, budget, Health & Safety and Personnel.

Each governor has a link role. They regularly meet the link person in school to ensure they hold the school to account for these areas. Their role is supportive but offering challenge as the school's critical friend.

### Parental Involvement

We encourage parents to be involved in their child's learning and host various activities including class assemblies, workshops, participation in lessons, productions etc .

# Teacher Candidate Brochure

## Teacher

### 1 x Permanent Teacher

The position will start on 1<sup>st</sup> September 2017.

This is a primary teacher post who will initially teach in a year 1 class.

## What Qualities are we looking for in our new Teacher

The Children would like someone who...

- ❖ Is Kind, firm but fair
- ❖ Makes Learning fun
- ❖ Who listens to what they have to say
- ❖ Who includes everyone
- ❖ Who is clear and good at explaining
- ❖ Who has a good sense of humour
- ❖ Who will play with us at breaktimes

The Staff would like someone who....

- ❖ Is willing to get involved with the whole school community
- ❖ Is Proactive and uses their initiative
- ❖ Is enthusiastic, friendly, and approachable with a good sense of humour
- ❖ Is willing to work as part of a team
- ❖ Is happy to be flexible and adaptable
- ❖ Is caring with the children and supportive to colleagues

The Parents would like someone who.....

- ❖ Manages behaviour well
- ❖ Who nurtures the children socially
- ❖ Who is aware of disabilities and other vulnerabilities and includes everyone
- ❖ Who encourages children to join in and achieve
- ❖ Who makes the children want to come to school everyday



# Teacher Candidate Brochure

## PERMANENT TEACHER

Primary Teacher initially in year 1

Salary: Main scale 1 – 6 (Band 1 or Band 2), NQT Welcome to apply

Required for September 2017

Governors are seeking to appoint an outstanding, enthusiastic and committed class teacher to join our team. You will be primary trained and initially be required to teach in Year 1. This is a permanent position.

We are seeking a teacher who:

- Is an outstanding teacher who has ability in accelerating progress and raising attainment
- has a clear vision and understanding of the needs of all pupils in order to 'close the gap' in learning
- has the ability to interpret data and can use this to challenge pupils' learning
- can work with parents to provide the very best support for all children
- is flexible in their approach and can use ICT effectively to impact on teaching and learning
- will support the wider aspects of school life e.g. school clubs and events
- has ideas and, very importantly, good sense of humour!

If you have the right blend of experience and qualifications and want to join a vibrant and energetic team then we would like to hear from you.

We would warmly welcome all applicants to visit our school. Please contact Mrs Sarah Bailey, to arrange a visit or Mrs Shirley Welsh, Head Teacher for an informal discussion.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Further details and an application form are available from the School Office. **Application forms must be returned direct to the school at the above address.**

Closing date : Wednesday 29<sup>th</sup> March 2017 12.00p.m. (noon)

Shortlisting: Thursday 30<sup>th</sup> March 2017

Interviews: Week commencing 3<sup>rd</sup> April 2017

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<b>Job Description</b>	Teacher - Permanent
<b>Grade</b>	Mainscale 1 - 6 (Band 1 or Band 2) NQT welcome to apply
<b>Closing Date</b>	Wednesday 29 <sup>th</sup> March 2017 12.00p.m. (noon)
<b>Shortlisting Date</b>	Thursday 30 <sup>th</sup> March 2017
<b>Interview Dates</b>	Week commencing 3 <sup>rd</sup> April 2017
<b>Job Start</b>	1 <sup>st</sup> September 2017
<p>All teachers are subject to the Conditions of Employment set out annually in the School Teachers Pay and Conditions Document. These detail the professional and particular duties required of teachers together with requirements for Management time, working time and planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.</p> <p>In addition, you will be required to fulfil any reasonable requests from the Head Teacher.</p>	
<b>Job Purpose</b>	<p>To carry out the duties of a teacher set out in the statutory conditions of employment for teachers as defined in the School Teachers' Pay and Conditions Document.</p> <p>To support the HT's overall leadership, development and management of the teaching and learning of all pupils; to have a class teacher responsibility and take a role in the monitoring and evaluation of standards.</p> <p>The post will require you to work in partnership with the Head Teacher, Deputy Head Teachers, School Manager, staff and governors to ensure the continuous improvement of the school.</p>
<b>Reporting to</b>	The post holder is responsible and accountable to the Head Teacher in all matters.
<b>Responsible for</b>	The post holder is also expected to interact with all colleagues on a professional level in order to promote a mutual understanding of the schools vision and values.
<b>Health and Safety Statement</b>	So far as is reasonably practicable, the post holder must ensure that safe working practices are adopted by employees and in all premises/work areas, to maintain a safe working environment for employees and service users. These are defined in the Health and Safety Policy Codes of Practice.
<b>Benefits</b>	<p>The governors and leaders of Whinfield recognise and value the exceptional commitment and goodwill all staff bring to our school and offer additional benefits including access to:</p> <p>Teachers / Local Government Pension Scheme (school contributes)</p> <p>Childcare Voucher Scheme (Darlington Borough Council)</p> <p>Onsite breakfast and after school childcare for working parents</p> <p>Bike to Work Scheme (Darlington Borough Council)</p> <p>Secure cycle storage</p> <p>Free car parking</p> <p>Free wellbeing app, support and medical treatment (*exclusions apply)</p> <p>Continuing Professional Development</p>

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Main Expectations of the Role	
Professional Duties Teaching:	<p><b>PART 1:</b> You are required to carry out the duties of a teacher set out in the statutory conditions of employment for teachers as defined in the School Teachers' Pay and Conditions Document. The post requires you to teach pupils in the primary age range.</p> <p><b>PART 2:</b> You are required to carry out such particular duties which form part of the Professional Duties as the Head Teacher may reasonably direct from time to time. Working days are to be specified by your employer or by the Head Teacher.</p> <p><b>Teaching Duties:</b></p> <ul style="list-style-type: none"> <li>• In each case having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned to you;</li> <li>• Planning and preparing courses and lessons;</li> <li>• Teaching, according to their educational needs, the pupils assigned to you, including the setting and marking of work to be carried out by the pupil in school and elsewhere;</li> <li>• Assessing, recording and reporting on the development, progress and attainment of pupils;</li> </ul> <p><b>Other activities:</b></p> <ul style="list-style-type: none"> <li>• Acting as a role model with regard to the implementation of the school's safeguarding children policy;</li> <li>• Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to you;</li> <li>• Providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;</li> <li>• Making records of and reports on the personal and social needs of pupils;</li> <li>• Communicating and consulting with the parents of pupils;</li> <li>• Communicating and co-operating with persons or bodies outside the school; and</li> <li>• Participating in meetings arranged for any of the purposes described above;</li> </ul>



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<b>Professional Duties Teaching:</b>	<p><b>Assessments and reports:</b></p> <ul style="list-style-type: none"> <li>• Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;</li> </ul> <p><b>Educational methods:</b></p> <ul style="list-style-type: none"> <li>• Advising and co-operating with the head teacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;</li> </ul> <p><b>Staff meetings:</b></p> <ul style="list-style-type: none"> <li>• Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;</li> </ul> <p><b>Public examinations:</b></p> <ul style="list-style-type: none"> <li>• Participating in arrangements for preparing pupils for public examinations / tests and in assessing pupils for the purposes of such examinations / tests and recording and reporting such assessments;</li> </ul> <p><b>Discipline, health and safety:</b></p> <ul style="list-style-type: none"> <li>• Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;</li> </ul>
<b>Developing Self and Managing Others</b>	<p><b>Performance Management:</b></p> <ul style="list-style-type: none"> <li>• Participating in arrangements made in accordance with regulations for the appraisal of your performance and, when agreed, that of other teachers;</li> </ul> <p><b>Review, induction, further training and development:</b></p> <ul style="list-style-type: none"> <li>• Reviewing from time to time your methods of teaching and programmes of work;</li> <li>• Participating in arrangements for further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements;</li> <li>• In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for your supervision and training;</li> <li>• Contribute to the embedding of the Rights Respecting Agenda, in which every individual is treated with dignity and respect and promote safeguarding to ensure the welfare of children and young people is paramount.</li> </ul>

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<p>Developing Self and Managing Others</p>	<ul style="list-style-type: none"> <li>• Make a distinctive contribution to the wider school team and continued development of <b>Whinfield</b>.</li> <li>• Contribute to the development of collaborative approaches to learning within the school and beyond.</li> <li>• Lead, manage and organise meetings as appropriate in support of the school's aims.</li> <li>• Set high expectations for your own performance and that of others.</li> <li>• Engage in relevant professional development activity as necessary.</li> <li>• Contributing to the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations.</li> <li>• Assisting the head teacher or an assessor in carrying out threshold assessments of other teachers for whom you have management responsibility;</li> <li>• Co-ordinating or managing the work of other staff; and</li> <li>• Taking such part as may be required of you in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;</li> </ul>
<p><b>Administration:</b></p>	<ul style="list-style-type: none"> <li>• Participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school; and</li> <li>• Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.</li> <li>• There is no requirement for a teacher routinely to undertake tasks of a clerical or administrative nature, which do not call for the exercise of a teacher's professional skills and judgment.</li> </ul>

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<b>Management time:</b>	<ul style="list-style-type: none"> <li>• A teacher with leadership or management responsibilities shall be entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.</li> <li>• Preparation, Planning and Performance Time:</li> <li>• The teacher will be entitled to be released from 10% of their teaching timetable in order that they may carry out those activities required to prepare, plan and assess pupils' work.</li> </ul>
<b>Working time:</b>	<ul style="list-style-type: none"> <li>• The provisions of this paragraph shall not apply to deputy head teachers, assistant head teachers, advanced skills teachers, fast track teachers or to teachers employed to teach part-time</li> <li>• A teacher employed full-time shall be available for work for 195 days in any school year (1265 hours), of which 190 days shall be days on which they may be required to teach pupils in addition to carrying out other duties</li> <li>• Such a teacher shall not be required under their contract as a teacher to undertake midday supervision, and shall be allowed break of reasonable length</li> <li>• Such a teacher shall work such reasonable additional hours as may be needed to enable them to discharge effectively their professional duties.</li> <li>• This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you the post holder.</li> <li>• To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures.</li> <li>• This post has a high level of contact with, and responsibility for children.</li> <li>• The post holder must carry out his/her duties with full regard to the School's Equal Opportunities and Racial Equality Policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner.</li> <li>• To comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.</li> <li>• Any other duties of a similar nature related to the post which may be required from time to time.</li> </ul>

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Managing the Organisation	<ul style="list-style-type: none"> <li>• Manage the day to day activities of the delegated areas of responsibility to ensure the school meets statutory requirements in a highly effective and efficient manner.</li> <li>• Develop action plans in specified areas of responsibility, in order to bring about improvements.</li> <li>• Contribute to the planning process for the distribution of resources, to ensure they meet the schools identified priorities.</li> <li>• Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the pupils and value for money.</li> <li>• Ensure that equal opportunities for pupils and staff are effectively promoted.</li> </ul>
Securing Accountability	<ul style="list-style-type: none"> <li>• Work alongside other leaders to secure improvement through Performance Management; take responsibility for the performance management of identified staff.</li> <li>• Support staff in understanding their own accountability, and develop approaches to its review and evaluation.</li> <li>• To work alongside the Head Teacher to use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school development plan.</li> <li>• Contribute to the reporting of performance of the school to parents, carers, governors and other key partners as necessary.</li> </ul>
Strengthening Community	<ul style="list-style-type: none"> <li>• Support the development of the school within community; strengthening partnerships with other schools and services thus enhancing community cohesion and transition.</li> <li>• Contribute to policies and practices which promote equality of opportunity and tackle prejudice.</li> <li>• Evaluate and enhance the development of curriculum which provides pupils with opportunities to enhance their learning within the wider community.</li> <li>• Promote and model good relationships with parents, which are based on core values and partnerships to support and improve pupils' achievement, involving parents as true partners in the education of their children.</li> </ul>

*THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **DBS CHECK** BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE SCHOOL.*

Whinfield Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Date: October 2016

# Teacher Candidate Brochure

Selection Criteria	Essential	Desirable
Qualifications	Qualified Teacher Status.	Good Honors Degree
	Education to degree level.	
	Evidence of recent and relevant professional development	
Application form and letter	Well structured supporting letter indicating beliefs, understanding of important educational issues and teaching styles <b>- no more than one side of A4</b>	
	Supporting statement on the application form to be clear, concise and related to the specific post and appointment criteria - <b>no more than 1500 words</b>	
Knowledge and Experience	Recent experience of whole class teaching in Early Years in the last 2 years or an NQT with specialism in Early Years.	Previous experience of successful teaching across the primary phase
	All teaching good, some outstanding	
	Thorough understanding of safeguarding children	
	Evidence of strong professional subject knowledge in Early Years Foundation Stage	
	Excellent interpersonal, communication and organisational skills	
	Able to demonstrate an understanding of curriculum planning, delivery and assessment	
	A clear vision and understanding of the needs of primary pupils including special needs	
	Understanding and knowledge of current issues in education	
	Committed to raising achievement	

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Knowledge and Experience	Knowledge of a range of strategies to raise pupil standards / achievements	Understanding of use of data to raise standards
	Experience of using data to set challenging targets for improvement and to monitor progress	
	Experience in monitoring and evaluating curriculum delivery	Experience of leading staff training
	Knowledge and understanding of positive behaviour strategies and learning and dealing with specific behavioral issues.	
	Experience of EYFS/ KS1 transition	
Personal Attributes	Ability to demonstrate enthusiasm, sensitivity and a caring attitude whilst working with children	
	Ability and willingness to work collaboratively and supportively within the school team, making positive contributions to assessment and the school improvement plan as well as working using your own initiative	
	Experience of working with and developing links with parents, governors and the wider community and to empathise with the points of view of others	
	Ability to inspire confidence, respect and openness to enthuse, motivate and challenge others	
	Willing to take part in extra-curricular activities	
	Emotional resilience and commitment while working under pressure	
	Ability to manage time effectively and work to deadlines	
	Ability to form and maintain appropriate relationships and personal boundaries with children.	
	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.	



Teacher  
Candidate Brochure



Whinfield Primary School

Augusta Close

Darlington

DL1 3HT

[www.whinfield.net](http://www.whinfield.net)

01325 240499

Please return completed application form to: [admin@whinfield.net](mailto:admin@whinfield.net)