



# **Classroom Teacher**

## Recruitment Pack

### June 2018

## WELCOME MESSAGE

Dear Applicant,

May I take this opportunity to thank you for expressing an interest in applying for a position at Caedmon Primary School.

Our school is at an exciting phase of development. In January 2019 we are planning to convert to an academy, joining a multi-academy trust with Bankfields Primary School, Grangetown Primary School and Whale Hill Primary School.

You will be joining an outstanding team, who are driven to ensure that our pupils achieve the highest possible standards.

As a school, we all work together. The ability to collaborate and be open to development is essential. If you value support and want to be the best teacher that you can be, we would encourage you to apply.

We are very proud of our school, and we all buy in to the 'Caedmon way' of doing things.

The School is committed to safeguarding and promoting the welfare of children and young people. Safer recruitment practices will be undertaken before any appointment is confirmed, please refer to the enclosed information on Safer Recruitment.

During the application/selection process if you require special arrangements at any of the recruitment stages, please do not hesitate to contact the School.

**Please ensure that you read all of the instructions for applying very carefully and complete the application form in full.** Please do not attach any supplementary documents, as the application form is the **only** document we consider.

If this fantastic opportunity excites you, I look forward to your application.

Regards,



Mr. S. McLean

## ADVERT

**Position:** Classroom Teacher

**Contract:** Fixed term from 1st September 2018 - 31st August 2019

**Required:** 1st September 2018

**Salary:** MPS1 - UPS3

**Hours:** 32.5 hours per week

The governors of Caedmon Primary School are seeking to appoint an excellent teacher for September 2018.

**The successful candidate will have:**

- proven themselves to be a consistently good or outstanding practitioner;
- excellent behaviour management skills;
- an excellent understanding of the subject knowledge required to teach primary pupils and an excellent command of Standard English;
- an excellent understanding of assessment for learning and a real commitment to securing the best possible progress for all pupils;
- a real desire to collaborate and develop professionally; and
- high levels of emotional intelligence to establish positive relationships with pupils and colleagues and to contribute to maintaining the calm, working atmosphere that our pupils enjoy.

Please state your relevant strengths, experiences and curriculum interests in your application.

**Our school can offer:**

- a friendly, caring and supportive team;
- quality professional development opportunities in collaboration with other schools;
- extremely well behaved, polite and enthusiastic pupils; and
- supportive parents and governors.

Applications are invited from prospective candidates who are able to demonstrate that they meet the essential criteria set out in the person specification.

**Closing date:** Noon on Wednesday 27<sup>th</sup> June.

**Shortlisting:** Thursday 28<sup>th</sup> June.

**Interviews:** Monday 2<sup>nd</sup> July.

**Visits to the school are strongly encouraged.**

To book a visit, please contact the school office on (01642) 453187.

Caedmon 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. Safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced Disclosure and Barring Service (DBS) check and completion of the disqualification by association declaration form (Childcare Disqualifications Regulations 2009).

Caedmon Primary School, Attlee Road, Grangetown, Middlesbrough, TS6 7NA  
Tel: 01642 453187

**Email:** [school@caedmonprimary.org.uk](mailto:school@caedmonprimary.org.uk)

## JOB DESCRIPTION

|                                   |   |
|-----------------------------------|---|
| <b>Post Title</b>                 | Classroom Teacher                       |
| <b>Salary</b>                     | MPS/UPS                                 |
| <b>Line manager/s</b>             | The Headteacher and members of the SLT. |
| <b>Supervisory responsibility</b> | Support staff (if required)             |

### MAIN PURPOSE OF THE JOB

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document* and *Teacher Standards (2012)*.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

### DUTIES AND RESPONSIBILITIES

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the *Teacher Standards (2012)*. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school and against their career stage expectation objectives.

### TEACHING

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of English, including the correct use of spoken English (whatever your specialist subject).
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*.

### BEHAVIOUR AND SAFETY

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

|   |  |             |  |
|---|--|-------------|--|
| <ul style="list-style-type: none"> <li>• Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.</li> <li>• Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> <li>• Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> <li>• Have high expectations of behaviour, promoting self control and independence of all learners.</li> <li>• Carry out playground and other duties as directed and within the remit of the current <i>School Teachers' Pay and Conditions Document</i>.</li> <li>• Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.</li> </ul> |  |             |  |
| <b>TEAM WORKING AND COLLABORATION</b>   |  |             |  |
| <ul style="list-style-type: none"> <li>• Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.</li> <li>• Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.</li> <li>• Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.</li> <li>• Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.</li> <li>• Cover for absent colleagues within the remit of the current <i>School Teachers' Pay and Conditions</i> document.</li> </ul>                 |  |             |  |
| <b>WIDER PROFESSIONAL RESPONSIBILITIES</b>  |  |             |  |
| <ul style="list-style-type: none"> <li>• Work collaboratively with others to develop effective professional relationships.</li> <li>• Deploy support staff effectively as appropriate.</li> <li>• Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate.</li> <li>• Communicate and co-operate with relevant external bodies.</li> <li>• Make a positive contribution to the wider life and ethos of the school.</li> </ul>  |  |             |  |
| <b>ADMINISTRATION</b>   |  |             |  |
| <ul style="list-style-type: none"> <li>• Register the attendance of and supervise learners, before, during or after school sessions as appropriate.</li> <li>• Participate in and carry out any administrative and organisational tasks within the remit of the current <i>School Teachers' Pay and Conditions Document</i>.</li> </ul>   |  |             |  |
| <b>PROFESSIONAL DEVELOPMENT</b>   |  |             |  |
| <ul style="list-style-type: none"> <li>• Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues.</li> <li>• Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.</li> <li>• Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012.</li> </ul>   |  |             |  |
| <b>OTHER</b>  |  |             |  |
| <ul style="list-style-type: none"> <li>• To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.</li> <li>• Perform any reasonable duties as requested by the headteacher.</li> </ul>   |  |             |  |
| <b>Signed (staff)</b>   |  | <b>Date</b> |  |
| <b>Signed (headteacher)</b>   |  | <b>Date</b> |  |

## PERSON SPECIFICATION

Please be aware that applications are assessed against the following criteria in the first instance.

1. Overall presentation
2. Use of standard English
3. Grammatical accuracy

**If an application does not meet the expected standard, it will be discarded before being matched to the person specification.**

| ATTRIBUTES                                   |  | E              | D | Source        |
|--|--|----------------|---|---------------|
| <b>Qualifications</b>                        | Degree or equivalent.  | X              |   | A             |
|  | Qualified Teacher Status.  | X              |   | A             |
|  | Degree at grade 2:1 or above   |                | X | A             |
|  | GCSE/O level maths and English at grade B or above.  |                | X | A             |
| <b>Experience</b>                            | Experience of teaching in EYFS, KS1 or KS2.  | X              |   | A, R, I       |
|  | A secure understanding of assessment for learning.   | X              |   | A, R, I       |
|  | Evidence of relevant and ongoing professional development.   |                | X | A, R, I       |
|  | Familiarity with working in a school situated in an area of deprivation.   |                | X | A, I          |
|  | Experience of working in more than one primary school.   |                | X | A             |
| <b>Skills, knowledge &amp; understanding</b> | An excellent knowledge and understanding of the National Curriculum.   | X              |   | A, R, I       |
|  | The ability to plan creative and interesting learning opportunities for pupils.  | X              |   | A, R, I       |
|  | Ability to use assessment strategies, identify next steps in learning and deliver lessons which meet the needs of all pupils, including the more able and those with SEND. | X              |   | A, R, I       |
|  | Proven successful behaviour management strategies.   | X              |   | A, R, I       |
|  | The ability to develop positive working relationships with pupils.   | X              |   | A, R, I       |
|  | A commitment to further training to improve teaching and learning and personal skills.   | X              |   | A, I          |
|  | The ability to work positively as an effective member of a team with a range of colleagues.  | X              |   | A, R, I       |
|  | High levels of emotional intelligence.   | X              |   | R, I          |
|  | Good literacy and communication skills in accurate spoken English.   | X              |   | I             |
|  | Flexible and adaptable.  | X              |   | A, R, I       |
|  | Ambitious and driven.  | X              |   | A, R, I       |
|  | Skills and/or experience that would contribute to the school's extended school opportunities.  |                | X | A, R, I       |
|  | Commitment to maintain values and ethos that nurture and safeguard children.   | X              |   | A, R, I       |
| <b>Codes</b>                                 |  |                |   |               |
| E = Essential                                |  | D = Desirable  |   |               |
| A = Application Form                         |  | R = References |   | I = Interview |

## SAFER RECRUITMENT

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education

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. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

All posts within 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 will be subject to an Enhanced Disclosure and Barring Service check with barred list information.

### Applications

Caedmon Primary School uses Redcar and Cleveland Council's Application Form for all advertised jobs.

The school requires candidates to account for any gaps or discrepancies in employment history on this application form. Where an applicant is shortlisted, these gaps will be discussed at interview.

Applicants should be aware that by submitting an application they are agreeing that the information given is true and correct and that any offer of employment will be made on this basis. Where it is found that false information has been provided this could result in the application being withdrawn or summary dismissal if the applicant has been selected and employment has commenced. This may also result in possible referral to other professional regulatory bodies where appropriate.

### References

- A minimum of two references will be sought, one of which must be from current or most recent employer.
- References for shortlisted candidates will be sent for immediately after shortlisting.
- The school has a standard template which is used for all references.
- The School does not accept open references, testimonials or references from relatives, a partner or people writing solely in the capacity as a friend.

**A standard template will be used for both requesting and providing references. This has been checked and verified by Human Resources.**

Only references from a trusted authoritative source will be acceptable. References will always be sought and obtained directly from the referee.

Reference requests will specifically ask:

- About the referee's relationship with the candidate.
- Whether the referee is completely satisfied that the candidate is suitable to work with children and, if not, for specific details of the concerns and the reasons why the referee believes that the person might be unsuitable.

Referees will also be asked to confirm details of:

- The applicant's current post, salary and attendance record.
- Performance history and conduct.
- Any disciplinary procedures in which the sanction is current
- Any disciplinary procedures involving issues related to the safety and welfare of children, including any in which the sanction has expired and the outcome of those details of any allegations or concerns that have been raised that relate to the safety and welfare of children or behaviour towards children and the outcome of these concerns.

References will be compared to the application form to ensure that the information provided is consistent. Any discrepancies will be taken up with the applicant at interview.

Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case.

### **Self-declaration of convictions by job applicants**

The school's policy is to require shortlisted applicants for all posts (including volunteers) to declare all criminal convictions whether "spent" or "unspent" and include any cautions, reprimands or warnings and pending prosecution.

The disclosure of any convictions, cautions, reprimands or warnings or pending cases will not necessarily prevent employment but will be considered in the same way as positive DBS disclosures.

## **SHORTLISTING**

Before the closing date, a panel will be created that will include at least one governor. After the closing date, the panel will match your skills/experience against the person specification.

**Selection for interview will be decided entirely on the contents of your application form. Please read the job description and person specification carefully before completing your form.**

## **INTERVIEW**

The shortlisting panel will then conduct the arranged interviews. This will always be a face-to-face professional interview.

The panel will agree the questions to be asked of each candidate and the assessment criteria to be used. In addition to exploring the candidate's suitability for the post, the panel should explore:

- the interviewees attitude towards children and young people
- the interviewees willingness and ability to support the School's commitment to safeguarding and promoting the safety and welfare of children and young people
- any unexplained gaps in the candidates employment history
- any other concerns or discrepancies arising directly from the interview

The panel will then score the applicants on the interview activities. A decision will then be made with regard to the appointment(s).

If you are selected for interview, you **must** bring the following documents.

### **PROOF OF IDENTIFICATION**



**All candidates must present current and original photographic identification and proof of address.**

**Candidates will need to provide either of the following document combinations:**

- **Two** forms of photographic personal identification (List A) and **one** document confirming your address (List B); **or**
- **One** form of photographic personal identification (List A) and **two** documents confirming your address (List B); **and**
- Proof of Relevant Qualifications/Membership and QTS/QTLS status if teaching post

**Please note:** Where there are different names across documents, please ensure you provide supporting documents such as, marriage certificate, divorce decree, deed poll.

**Where candidates are genuinely unable to provide any acceptable photographic personal identification, then you must provide each of the following:**

- **Two** forms of non-photographic personal identification (List C) - **one of which must be a full Birth Certificate; and**
- **Two** documents confirming their address (List B); **and**
- A passport-sized photograph

List A - Acceptable photographic personal identification documents

- Passport (any nationality)
- Current driving licence photocard (full or provisional) (UK, Isle of Man, Channel Islands and EU)
- Current Biometric residence permit (UK)

List B - Acceptable confirmation of address documents

- Utility bill (UK) (gas, water, electricity, **not** mobile phone)\* *More than one utility bill may be accepted if they are from different suppliers*
- Local authority tax bill (i.e. council tax)\*\*
- Current driving licence photocard (full or provisional) *If not already presented as a personal ID document above*
- Most recent tax notification from HM Revenue & Customs (i.e. tax assessment, statement of account, notice of coding)\* *a P45/P60 is not acceptable*
- Financial statement (e.g. bank, building society, credit card & pension) containing current address\*
- Mortgage statement from a recognised lender\*\*
- Benefit statement, book or card; or original notification letter from Department of Work and Pensions (DWP) (e.g. child allowance, pension)\*

List C Acceptable non-photographic personal identification documents

- Full Birth Certificate (UK, Isle of Man and Channel Islands) including the name(s) of at least one of the candidates parents
- Current driving licence – paper version (if issued before 1998)
- Adoption certificate (UK and Channel Islands)
- Marriage/civil partnership certificate (UK and Channel Islands)
- Divorce/annulment or civil partnership dissolution papers (UK)
- Deed poll certificate
- Benefit statement, book or card, or original notification letter from the Department of Work and Pensions (DWP) (e.g. child allowance, pension)\*
- Most recent tax notification from HM Revenue and Customs (i.e. tax assessment, statement of account, notice of coding)
- P45 / P60 statement\*\*
- HM Forces ID card (UK)

*\*Documents must be dated within the last 3 months and contain the name and address of the applicant.*

*\*\*Documents must be dated within the last 12 months.*

### **PROOF OF RELEVANT QUALIFICATIONS**

Candidates will need to provide proof of qualifications and/or membership, which are a specified requirement or are relevant to the position being applied for.

For teaching posts, proof of Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status **together with** IfL/SET Membership will need to be evidenced.

### **RIGHT TO WORK IN THE UK**

Document checks must be carried out on all potential employees to ensure they have the right to work in the UK **prior to starting work. You must only provide original documents.**

Acceptable documents/document combinations include:

- Passport (any nationality)
- A **current** Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
- A **current** Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
- A Registration Certificate or Residence Card issued by the Home Office.
- A **full** birth or adoption certificate issued in the UK, Channel Islands, Isle of Man or Ireland which includes the name(s) of at least one of the holder's parents or adoptive parents, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

**Any documents issued by the Home Office (UK Visas and Immigration) must be valid and must evidence your right to remain and work in the UK.**

If you are unsure or unable to provide any of the acceptable documents listed above, please contact the school for further advice.

## **SAFEGUARDING**

Keeping children safe is our number one priority. We ensure that the safety and wellbeing of every child is at the centre of every decision we make.

*'Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.'*

Working Together to Safeguard Children DfE 2015

Caedmon Primary School pays full regard to the DfE guidance 'Working Together to Safeguard Children, 2015' and 'Keeping Children Safe in Education, September 2016'.

**The school's Child Protection Policy applies to all adults, including volunteers.**

Our Child Protection Policy has been written to ensure that all staff are fully informed about their responsibilities in relation to Child Protection, are aware of signs and symptoms which may suggest that a child is coming to harm, the various types of safeguarding issues that we may face as educators of children and who to speak to if they have a concern about a child or member of staff.