

# Part-time (0.4FTE) Class Teacher Vacancy Recruitment Pack



Radwinter CofE Primary School  
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# Welcome Letter

On behalf of our children, staff and governors, I would like to thank you for your interest in our part-time class teacher vacancy (initially for one academic year) at Radwinter CofE Primary School. This recruitment pack has been created to introduce you to the school and to help you understand why we believe it to be a truly special place for all of our staff and children.

At Radwinter CofE Primary School, we have a shared determination to provide the highest standard of care and education for all of our children within the context of a caring, Christian environment. We are proud to be a happy, safe and inclusive primary school and are passionate about providing memorable learning experiences for all of our pupils across a rich and engaging curriculum.

I am fortunate to lead this delightful school with my fantastic staff team, dedicated governors, supportive parents and happy children. We firmly believe in the potential of every individual to make exceptional progress from their starting points and to thoroughly enjoy their time at our school. We believe that the wellbeing and happiness of every child is essential and the needs of our children are at the heart of everything we do.

Through our school motto, 'Growing and learning together to embrace life in all its fullness', we ensure the voices of all our school community are heard and help to shape our success. We constantly strive to inspire and engage all of our children and ensure they achieve their best, know they are valued, believe in themselves and have respect for others.

The position is part-time and we can be flexible around year group and subject leader responsibilities depending on the strengths / interests of the selected candidate. We welcome applications from both experienced teachers and ECTs. The post is for fixed term for one academic year, but there is the potential for a permanent position depending on our class structure and staffing levels for September 2026.

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The closing date for applications is 12:00pm on Monday 28th April and interviews are scheduled to take place on Wednesday 30th April.

I hope that this recruitment pack serves as a useful resource and that you are inspired to apply for the position. Visits to the school prior to application are encouraged and I would enjoy the opportunity to show you how special our children, staff and school are. Please contact Lindsay Smith via [admin@radwinter.essex.sch.uk](mailto:admin@radwinter.essex.sch.uk) or on 01799 599248 to arrange this or if you have any questions.

I look forward to meeting you!

Yours faithfully,

Emily Bartram



**GROWING AND LEARNING TOGETHER**  
TO EMBRACE LIFE IN ALL ITS FULLNESS

## School Information

Radwinter CofE Primary School is a small, rural, voluntary aided Church of England primary school. We are a half-form entry school with five classes and our pupil admission number is 15. Our structure changes each year depending on our numbers but we have a two-year rolling curriculum which suits either mixed-age or single year group classes. Our current structure is an EYFS class, a Y1 class, a mixed Y2/Y3 class, a mixed Y4/Y5 class and a Y6 class.

We are currently over-subscribed with 138 children on roll for our capacity of 105 due to two 'bulge years' in Y1 and Y6. The proportion for pupils eligible for free schools meals is 7% compared with 3.6% of our children from service families. 17.4% of our children are identified as having special educational needs which reflects our commitment to inclusive practices and outstanding provision for children with additional needs. In April 2024, OFSTED described the support for pupils with special educational needs and/or disabilities as 'impressive'. One pupil summed up the culture of the school succinctly when he said: 'You'll never be lonely here. It doesn't matter what you look like. You can believe in anything you want. Everyone is accepted.'

At Radwinter CofE Primary School, we aim to provide the children with a curriculum which is broad, well balanced and above all stimulates them to learn. In addition to acquiring skills and knowledge, we aim to help the children to grow in confidence and maturity as learners so that they can enter secondary school, and later, adulthood with the ability to pursue wholeheartedly, academic, social and cultural activities.

We place great emphasis on the core subjects of Reading, Writing, Maths, RE and Science but also offer a full programme of foundation subjects. Our academic outcomes are strong and children are equipped with the skills needed to become lifelong learners.

Children's learning is based on different topics each term, which have been carefully selected to motivate and inspire them. Each individual subject is then taught in the context of this 'umbrella' theme, linking learning in a way that makes it meaningful for children. The curriculum is organised in such a way as to provide a balance in the types of topics that the children will study and to ensure that no theme is ever repeated, no matter how the classes are organised.

We continually make use of our local environment and resources and have strong links with the Church and local community. Children also study other localities so that they gain an understanding of Britain as a diverse society. Through our Essential Experiences curriculum, we seek to create opportunities for children to experience and excel in a range of activities that enhance and extend the National Curriculum. Children have opportunities both inside and outside the classroom e.g. Forest School Days, Residential trips, a variety of sporting events, visiting theatre companies and art projects. We also have an excellent variety of after school clubs and run our own wraparound care provision.

We have excellent rates of staff retention and our most recent staff survey showed that staff at all levels feel supported, happy and proud to work at our school. Some of the comments included:

- *Radwinter is the most wonderful school to work at and I feel incredibly lucky to work alongside our staff who really care about every child and are hugely invested in making every child's experience at Radwinter a positive one. Working at a small school has its challenges but I have always felt supported and appreciated. Our school values underpin everything that we do in school and we refer to them daily. I am committed to working with all the staff to keep making Radwinter the special school it is.*
- *The school has a genuine and deep rooted ethos of care towards pupils, parents and staff. It is apparent across the school and reflected in the good behaviour of pupils and level of happiness displayed by staff in their working environment.*
- *This school is very important to many people- staff, parents and children alike- so it's wonderful to see that so much care is put into it to ensure the quality of the education whilst continuing to send well rounded and caring children up to secondary school.*

Our pupils are happy, engaged and enthusiastic learners who enjoy coming to school. The pupil survey comments included the following:

- *I love this school, it's the best school ever.*
- *All of the teachers help me with all my problems*
- *This school is really good in every way*
- *School is lovely and I really like it.*

We were last inspected by OSFTED in April and were judged to be a **good** school with **outstanding** for both Leadership and Management and Personal Development'. They reported that 'This is a lovely place to go to school. Pupils are happy and enjoy their education. They benefit from an extraordinary range of experiences beyond the academic curriculum. This is all planned meticulously to ensure that all pupils, regardless of need or background, learn about life beyond school. Pupils are effusive about this. They know how good the school is for them'.

Our last SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection took place in April 2018 and found the distinctiveness and effectiveness of our school to be **outstanding**.



# Job Description

<b>Job Title</b>	Classroom Teacher
<b>Grade</b>	Main Scale
<b>Reports to</b>	Headteacher
<b>Liaison with</b>	Inclusion Leader, teaching staff, support staff, Headteacher, pupils, parents.
<b>Principal Accountabilities</b>	The Professional duties of teachers, (other than the Headteacher) are set out in the School Teachers pay & Conditions Document and describe the duties required of all teachers. In addition, the specific requirements of the post of classroom teacher, along with the particular duties expected of the post holder have been set out below:
<b>Job Purpose</b>	<ol style="list-style-type: none"> <li>1. Responsibility for a class</li> <li>2. Co-ordinating activities relating to a subject area or areas, to include: <ul style="list-style-type: none"> <li>• Developing, monitoring, reviewing, evaluating effectiveness of and reporting on policy, action plans and practice.</li> <li>• Planning and managing associated resources/teaching materials, teaching programmes, courses of study, methods of teaching and assessment.</li> <li>• Giving guidance, support and encouragement to staff and leading in-service development sessions.</li> </ul> </li> </ol>
Purpose and core responsibilities as a class teacher	<p><b>General duties</b></p> <ul style="list-style-type: none"> <li>• Undertaking duties as required in the 'Teachers' Standards'.</li> <li>• Displaying commitment to the ethos and success of the school.</li> <li>• Contributing to the school's process of self-evaluation and development.</li> <li>• Being familiar with the school's systems, structures, policies and procedures.</li> <li>• Actively supporting school activities where required, including attending educational trips, extra-curricular activities and parents consultations, which may require some out-of-hours availability.</li> </ul> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Delivering learning in accordance with the curriculum, national guidelines and the school's strategy.</li> <li>• Teaching a class of approximately 30 pupils.</li> <li>• Planning a varied, balanced and appropriate curriculum which supports the needs of all pupils and ensures all pupils reach their potential.</li> <li>• Adapting teaching styles to suit all pupils and providing a supportive learning environment.</li> <li>• Differentiating resources and equipment so lessons can be accessed by all pupils.</li> <li>• Self-evaluating their teaching to improve effectiveness.</li> </ul> <p><b>Pupil support</b></p> <ul style="list-style-type: none"> <li>• Carrying out other duties that support pupils' learning while operating in accordance with the school's policies and procedures.</li> <li>• Working as part of a team to evaluate and develop pupils' learning needs.</li> <li>• Enforcing the school's Behaviour Policy through effective classroom management.</li> <li>• Encouraging pupils to develop and use their creativity and initiative, gain increased independence, and undertake new responsibilities.</li> <li>• Being familiar with the 'Special educational needs and disability code of practice: 0 to 25 years', and supporting pupils with SEND appropriately.</li> <li>• Understanding the school's safeguarding procedures and actively promoting pupils' wellbeing and safety.</li> </ul>

<p>Purpose and core responsibilities as a class teacher</p>	<p><b>Monitoring and reporting</b></p> <ul style="list-style-type: none"> <li>• Being committed to the school’s target setting and monitoring systems for pupil progress.</li> <li>• Systematically assessing and recording pupils’ academic progress and other areas of their progress, and using the results to inform lesson planning decisions.</li> <li>• Monitoring pupils’ classwork and homework, providing feedback and setting informed targets.</li> <li>• Delivering relevant national assessments in line with the relevant frameworks.</li> <li>• Reporting on individual pupils’ progress to the headteacher and parents, as required.</li> </ul> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>• Keeping up-to-date with, and remaining knowledgeable about, the requirements of the curriculum and national guidelines.</li> <li>• Undertaking relevant CPD.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Liaising with the curriculum lead to ensure teaching is delivered in line with school expectations and goals.</li> <li>• Working with the SENDCO to ensure pupils with SEND are appropriately supported.</li> <li>• Working with the DSL and their deputies to ensure safeguarding is promoted.</li> <li>• Working with the designated teacher for LAC to support LAC and previously LAC.</li> </ul> <p>Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that a classroom teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.</p>
<p>Purpose and core responsibilities as a curriculum subject leader</p>	<p><b>Strategic direction</b></p> <ul style="list-style-type: none"> <li>• Develop and implement policies and practices for their subject which reflect our school’s commitment to high achievement, effective teaching and learning.</li> <li>• Create a climate which enables staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.</li> <li>• Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils’ spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.</li> <li>• Use data effectively to identify pupils who are underachieving in the subject, and create and implement effective plans to support those pupils where necessary.</li> <li>• Identify more-able pupils in the subject and encourage challenge and mastery.</li> <li>• Publicising enrichment opportunities to the parental community.</li> <li>• Analyse and interpret relevant national, local and school data, as well as research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.</li> <li>• With the involvement of relevant staff, establish short, medium and long term plans for the development and resourcing of the subject.</li> <li>• Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.</li> <li>• Create a progression of skills document mapping out the skills / concept progression for this subject.</li> <li>• Create knowledge organisers to support teacher planning.</li> </ul>

Purpose and core responsibilities as a curriculum subject leader

### **Teaching and learning**

- Ensure curriculum coverage, continuity and progression in the subject for all pupils, including more able pupils, pupils with special educational needs and pupils with English as an additional language.
- Make sure that teachers are clear about the key skills in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils.
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils.
- Ensure effective development of pupils' English, maths and computing skills through the subject as appropriate.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement, set targets, and secure good progress.
- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching.
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching.
- Ensure effective development of pupils' individual and team work skills.
- Work with staff to establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets (e.g. through assemblies, newsletters, Tapestry etc).
- Develop effective links with the local community, including business and industry, in order to extend the curriculum, enhance teaching and to develop pupils' wider understanding.

### **Leading and managing staff**

- Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate.
- Sustain your own motivation and, where possible, that of other staff involved in the subject.
- Appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s).
- Audit training needs of subject staff.
- Lead professional development of staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, local authority, subject associations.
- Make sure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed.
- Support teachers to achieve competence in their subject teaching.
- Work with the SENDCO and any other staff with special educational needs expertise, to make sure that education, health and care plans are used to set subject-specific targets and match work well to pupils' needs.
- Make sure that the headteacher and governors are well informed about subject policies, plans and priorities, time-scales, the success in meeting objectives and targets, and subject-related professional development plans.

Purpose and core responsibilities as a curriculum subject leader

### Efficient and effective deployment of staff and resources

- Establish staff and resource needs for the subject and advise the Headteacher of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money.
- Deploy, or advise the Headteacher on the deployment of staff involved in the subject to make sure the best use of subject, technical and other expertise.
- Make sure the effective and efficient management and organisation of learning resources, including IT.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Use space to create an effective and stimulating environment for the teaching and learning of the subject.
- Make sure that there is a safe working and learning environment in which risks are properly assessed.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the subject leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.



# Person Specification

	Essential	Desirable
<b>Qualifications and training</b>	<p>The successful candidate will:</p> <ul style="list-style-type: none"> <li>• Have QTS.</li> <li>• Be willing to undertake relevant CPD.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant professional qualification</li> <li>• First aid training</li> </ul>
<b>Experience</b>	<p>The successful candidate will:</p> <ul style="list-style-type: none"> <li>• Have at least two years of experience teaching within a school environment or, for early career teachers, work or voluntary experience in a comparable environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience teaching KS2</li> <li>• Previous experience working in partnership with parents</li> <li>• Experience working as part of a team</li> <li>• Experience working with pupils with SEND</li> <li>• Experience working with children who have challenging behaviour</li> <li>• Experience working with children with EAL</li> </ul>
<b>Knowledge and skills</b>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> <li>• A sound understanding of the primary curriculum.</li> <li>• Excellent behaviour management skills.</li> <li>• Excellent inter-personal skills.</li> <li>• The ability to work as part of a team.</li> <li>• Excellent planning and organisational skills.</li> <li>• Effective oral and written communication skills.</li> <li>• Knowledge of key performance indicators and the ability to use them to monitor progress.</li> <li>• Awareness of the needs of pupils with EAL.</li> <li>• Awareness of the needs of pupils with SEND.</li> <li>• An understanding of how a pupil's learning is affected by their intellectual, emotional and social development, and the stages of child development.</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of the importance of parental involvement</li> </ul>
<b>Personal qualities</b>	<p>The successful candidate will:</p> <ul style="list-style-type: none"> <li>• Be committed to teaching.</li> <li>• Supportive of their colleagues.</li> <li>• Have good attendance and punctuality.</li> <li>• Be proactive in the working environment.</li> <li>• Be enthusiastic and positive.</li> <li>• Be able to accommodate to changes in priorities.</li> <li>• Be able to anticipate workload and plan ahead.</li> <li>• Be able to develop effective relationships with parents.</li> <li>• Be able to encourage and enable others to reach their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Ability to relate well to other professionals</li> <li>• A flexible approach</li> </ul>

# We're Hiring

## (0.4FTE) PART-TIME CLASS TEACHER VACANCY

Radwinter CofE Primary School are looking for a part-time classroom teacher to join our happy, successful team.

Fixed term from 1 September 2025 to 31 August 2026.

We are seeking to appoint an enthusiastic and motivated teacher to join our school initially for one academic year. There is opportunity for a permanent future position (depending on our class structure and staffing levels for September 2026).

Applications from both experienced teachers and ECTs are welcomed.

Prospective candidates are warmly invited to visit the school for a tour. To organise a visit, please contact Lindsay Smith via [admin@radwinter.essex.sch.uk](mailto:admin@radwinter.essex.sch.uk) or on 01799 599248.

The closing date for applications is 12:00pm on Monday 28th April and interviews are scheduled to take place on Wednesday 30th April.

Radwinter CofE 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. Successful applicants will be required to undertake an enhanced Disclosure and Barring check before being appointed.

## Application Process

Our school is committed to safeguarding and promoting the welfare of our children and expects all staff to share this commitment. Successful applicants will be required to undertake an enhanced Disclosure and Barring check before being appointed. Appointments will be subject to references and medical clearance.

Applications can only be accepted on an Essex County Council application form. This is available on the Essex County Council Website ([www.essexschooljobs.co.uk](http://www.essexschooljobs.co.uk)) or direct from the school. Please ensure you complete and return all forms. It is very important that your personal statement relates to the person specification. Email addresses for your referees help us to speed up your application.

All applications must be received by 12:30pm on Tuesday 22nd April 2025.

Interviews are scheduled to take place on Friday 25th April 2025.

If you have any questions about the application process, please contact Lindsay Smith via [admin@radwinter.essex.sch.uk](mailto:admin@radwinter.essex.sch.uk) or on 01799 599248.



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