

Windmill Primary School

***Class Teacher x2***

***Application pack***



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## Our Values

Our values are fundamental to every decision we make:

### **'Every day is a new day'**

*We believe in fresh starts, learning from our mistakes and forgiving each other*

### **'Be there for each other'**

*We believe in supporting and looking after each other, especially in times of need*

### **'Aim high'**

*We believe that we should not feel limited by doubt - our own or other people's, we should be optimistic*

### **'Do your best'**

*We believe that effort is important - compare yourself to yourself, not to others*

### **'Don't give up'**

*We believe that it's good to be committed and to persevere, that's how we make progress*

### **'Believe in yourself'**

*We believe that to achieve we must first believe; we try to be resilient and do positive 'self-talk'*



## Our Mission

**What are we here for?**

**'To give children the best possible start to the rest of their lives!'**

That's our mission ... we thought long and hard about this ... we know that we have a major part to play ... so we aim to play our part to the best of our capability!

*We do the best we can to help children at Windmill make positive choices, believing that their experiences here will continue to be an influence in their future lives...*

## Our Vision

**We want to be a school which IGNITES something inside children which grows and flourishes as they go through life!**

We believe we are that school already, but our vision is that we become the best in the world at:

**Including everyone**  
**Guaranteeing opportunities**  
**Nurturing aspirations**  
**Inspiring each other**  
**Trying everything**  
**Encouraging independence**

## Welcome!

“ I'm Mark Gibbons and I feel immensely proud to be the Headteacher of Windmill Primary School. Take a step inside our school grounds and into the school building and you will be instantly struck by the calm, warm, positive atmosphere, and the quality of provision. I think children who become Windmill pupils are really lucky - I wish I had gone to a primary school that had such an excellent teaching team and such wide-ranging opportunities! ”

## What OFSTED 2022 had to say...

*'Pupils are kind and caring.'*

*Pupils celebrate the different cultures there are in the school community.*

*'Pupils achieve well.'*

*The Windmill curriculum is ambitious, and pupils rise to the high expectations.*

*'Reading has high importance across the school.'*

*'Staff are well trained and have excellent subject knowledge.'*

*'Leaders have ensured that the school has gone from strength to strength.'*

*Pupils' positive behaviour is a result of a calm, purposeful and praise-filled environment.*

*'Staff are vigilant about all aspects of safeguarding.'*

*'Staff have a very good knowledge of families and the local community.'*

## ***Job Description***

- Plan and facilitate learning that enables individuals and groups of pupils to achieve high standards and make good or outstanding progress
- Ensure learners have access to deep and diverse learning experiences
- Prepare and teach sessions of a high standard to the pupils in the post holder's class
- Assess and monitor the development, progress and attainment of pupils
- Provide or contribute to oral and written assessments, reports and references for individual pupils and groups of pupils
- Set challenging but realistic targets for all children, monitoring and reviewing their progress towards those targets and setting up appropriate intervention where necessary
- Carry out work in accordance with the policy of the curriculum development in the school through content, concept, attitudes and methodology
- Teach children of any age at the discretion of the Headteacher
- Develop and maintain positive working relationships/practices with the regular cover supervisor / teaching assistant in the classroom and additional support staff, ensuring that he /she is actively engaging with children's learning in every lesson, every subject, throughout the day
- Communicate and feedback effectively with pupils, parents/carers and colleagues
- Maintain positive working relationships with all colleagues
- Monitor and encourage the safety and well-being of individual pupils and of any class or group of pupils assigned to the post holder
- Promote a positive learning attitude and maintain discipline in accordance with school policies
- Make records of and report on the personal and social needs of pupils
- Create a secure, welcoming, orderly and aesthetically stimulating classroom environment
- Support the philosophy and ethos of the school
- Communicate and co-operate with persons or bodies outside the school
- Participate in meetings arranged for any of the purposes described above
- Attend assemblies
- Register the attendance of pupils and supervise pupils (before, during and after school sessions)

### **Appraisal**

The post holder is required to participate in arrangements made in accordance with regulations made under the current Act for the appraisal of his/her performance and that of other teachers.

### **Review, induction, further training and development**

The post holder is required to review teaching methods and programmes of work at least annually, in addition to participating in further training and professional development as a teacher.

### **Educational methods**

The post holder is required to advise and co-operate with the Headteacher 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.

### **Discipline, health and safety**

The post holder is required to maintain good order and discipline among the pupils and safeguard 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.

### **Staff meetings**

The post holder is required to participate in meetings which relate to teaching and learning at the school or the administration or organisation of the school, including pastoral arrangements.

### **Cover**

The post holder is required to supervise and so far, as practicable, teach any pupils whose teacher is not available to teach them, subject to the current School Teachers' Pay and Conditions Document (except in the case of a teacher employed wholly or mainly for the purpose of providing such cover, no teacher shall be required to provide such cover for more than 38 hours in any school year).

## **Public examinations**

The post holder is required to participate in arrangements for preparing pupils for public examinations and in assessing pupils for the purpose of such examinations; recording/reporting such assessments; and participating in arrangements for pupils' presentation for and supervision during examinations.

## **Administration**

The post holder is required to participate in administrative and organisational tasks related to such duties as described above, including the direction and supervision of persons providing support for the teachers in the school. Class teachers are not routinely required to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgment without prejudice to the generality of the current School Teachers' Pay and Conditions Document.

## **Working time**

- A teacher employed full-time, other than in the circumstances described in the current School Teachers' Pay and Conditions Document, shall be available for work for 195 days in any school year, of which 190 days shall be days on which you may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by your employer or, if the employer so directs, by the Headteacher.
- The post holder will be available to perform such duties at such times and such places as may be specified by the Headteacher for 1265 hours in any school year, to be allocated reasonably throughout those days in the school year on which he/she is required to be available for work.
- Time spent in travelling to and from work shall not count against the 1265 hours referred to.
- Class teachers will not be required to undertake midday supervision and shall be allowed a break of reasonable length between the hours of 12:00pm and 2:00pm.
- The post holder will, in addition to the requirements set out in the current School Teachers' Pay and Conditions Document, work such additional hours as may be needed to enable him/her to discharge effectively his/her professional duties, including, in particular, the marking of pupils' work, the writing of reports on pupils and the preparation of lessons, teaching material / programmes. The amount of time required for this purpose beyond the 1265 hours referred to and the times outside the 1265 specified hours at which duties shall be performed, shall not be defined by the employer but shall depend upon the work needed to discharge his/her duties.
- The job description allocates duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so constructed. In allocating time, the postholder must use directed time in accordance with the school's policy and the current School Teacher's Conditions of Employment

## **Work/Life Balance**

A reasonable work/life balance as detailed in the current School Teachers' Pay and Conditions Document is supported by the school. There is flexibility within the staff absence policy to allow staff discretionary paid or unpaid leave on written request.

## **Guaranteed Planning, Preparation and Assessment Time**

Teachers with timetabled teaching commitments have a contractual entitlement to guaranteed planning, preparation and assessment time within the timetabled teaching day. This is set as a minimum of at least 10% of the teacher's timetabled teaching time.

The job description is not necessarily a comprehensive definition of the post, and the teacher may be required to undertake other tasks as the Headteacher may require providing they meet the requirements of the current School Teacher's Pay and Conditions Document.

## **Safeguarding Children:**

The Trust Child Protection Policies and Recruitment of Ex-Offenders Statement can be found at:

<https://www.communityacademiestrust.org/en-GB/trust-information>.

Community Academies Trust is committed to safeguarding and promoting the welfare of children and young people. Community Academies Trust is exempt from the Rehabilitation of Offender Act 1974. We expect all staff to share our safeguarding commitments and to undergo appropriate safer recruitment checks, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from Community Academies Trust vision and values.

**English Duty:**

The role is covered by part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Community Academies Trust supports Equal Opportunities Employment. Community Academies Trust Company Registration No. 0747273-6

*"Education is for improving lives and for leaving your community and world better than you found it"*

## Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>– Qualified Teacher Status</li> <li>– Degree</li> </ul>	<ul style="list-style-type: none"> <li>– Higher degree or further qualification or working towards such status</li> </ul>
<b>Experience, Skills, and knowledge</b>	<ul style="list-style-type: none"> <li>– Excellent classroom practitioner</li> <li>– Confident user of technology in classroom practice and for administrative duties</li> <li>– Experience of working with children with social/emotional/ mental health needs</li> <li>– Plans assessment opportunities as an integral part of teaching and learning</li> <li>– Analyses attainment and progress of class pupils, planning interventions to close gaps</li> </ul>	<ul style="list-style-type: none"> <li>– Recent CPD relevant to Quality First Teaching</li> <li>– Experience of teaching in Key Stages One and Two</li> <li>– Experience of working closely with parents and the wider community</li> <li>– Track record of bringing about improvement for targeted groups</li> <li>– Interest in health / fitness</li> <li>– Interest in Religious Education / SMSC</li> <li>– Interest in PSHE / Citizenship</li> <li>– Interest in Computing</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>– Determination (to ensure pupils make the best possible progress)</li> <li>– Hard work (making efficient use of time)</li> <li>– Positivity / Enthusiasm (in the classroom and with colleagues)</li> <li>– Loyalty / Teamwork</li> <li>– Assertiveness (to pursue the highest standards)</li> <li>– Resourceful (making the most of what is available)</li> </ul>	<ul style="list-style-type: none"> <li>– Resilient character</li> <li>– High level of commitment</li> <li>– Organised</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>– Commitment to safeguarding and promoting the welfare of children and young people</li> <li>– Willingness to undergo appropriate checks, including enhanced DBS Checks</li> <li>– Motivation to work with children and young people</li> <li>– Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> </ul>	

# ***Person Specification***

## **Our Values and Vision**

These are our values. They can be thought of as our 'non-negotiables' – beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

## **Our Young People**

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement – Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

**Achievement – 'letting your light shine':** All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement – relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

## **Our Staff**

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of tea identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures our schools are among the best in the country.

## How to apply...

**Status:**  
Full time – Permanent  
1.0 FTE

**Salary:**  
Main Scale 1-6  
£25,714 to £36,961

**Closing Date:**  
03.03.23

**Start Date:**  
1<sup>st</sup> September 2023

**Interviews:**  
15.03.23

### Apply now:

Complete the application form by visiting  
*WMJobs*  
*Class Teacher x 2 in Telford, Shropshire - 150844 | WM Jobs*

### Find us:

Windmill Primary School  
Beaconsfield  
Brookside  
TF3 1LG

### Contact us:

Visit  
[www.windmillprimaryschool.co.uk](http://www.windmillprimaryschool.co.uk)  
Call 01952 386 360  
Email [lucy.meacham@taw.org.uk](mailto:lucy.meacham@taw.org.uk)



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