



**The Meads Primary School**

**Application Pack**

**Teacher**

**“We Are The Meads.  
Getting Better Every Day at Everything We Do.”**

## **About Us**

The Meads Primary School opened in 1962 as Limbury Mead Infant School. As the surrounding housing and population expanded, additional classrooms were built to accommodate growing pupil numbers and the school became a primary school. The population of Luton continues to grow and as part of a wider school expansion scheme, The Meads was expanded in 2011 to accommodate three forms of entry, with a total intake of 630 pupils.

We are situated in the centre of an established area in North Luton and are fortunate to have large grounds with versatile and open spaces.

## **Our School aims**

At The Meads we work as a partnership between pupils, parents, staff and governors, to provide an inclusive learning environment where all are valued, respected and achieve their very best. Together we strive to achieve the following aims:

- To promote a set of strong values in order to develop children's moral understanding and personal development
- To provide a high quality education which meets the needs of every child in an inclusive environment, helping them to reach their full potential
- To provide a fun, safe and nurturing environment in which children want to participate, will enjoy their learning and be motivated to improve
- To provide a broad, rich and exciting curriculum which takes account of children's different stages of development
- To encourage parental and community involvement in the everyday life of the school, to share skills and expertise in enhancing educational opportunities for our pupils
- To ensure a consistent approach, providing continuity from induction into our Early Years 4+ provision through to supporting our Year 6 pupils in the transition process to High School

## **Our School Values**

By promoting a school ethos which is underpinned by a set of shared ideals and principles, we aim to develop every child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Our School Values Programme is always evolving, but our Core Values of Respect, Responsibility, Resilience, Kindness and Joy remain constant.

## **Our School Motto**

"We Are The Meads - Getting Better Every Day at Everything We Do."

Dear Applicant

I would like to thank you for expressing an interest in applying for the position of Class Teacher at The Meads Primary School.

We are a large primary school with approximately 565 pupils on roll at the moment and with a capacity for 630 pupils in the future.

Part of the Luton First Teaching School Alliance, The Meads Primary School is a friendly, Values-based School, situated in the Limbury Mead area of the vibrant and diverse town of Luton, with a strong, nurturing ethos. Rated 'good' in all areas by OFSTED in 2018, we have been awarded several accolades over the years, including Quality Lead Status for our work in raising the achievement and aspiration of all pupils by Achievement for All, and the prestigious Values Education Mark, recognising the excellent work of the school in promoting and engendering positive values in our children and across our curriculum. Most recently we achieved a Gold rating from Modeshift stars for our work in promoting sustainable travel to and from school and have been accredited with the Primary Science Quality Mark for our work in developing science across the school. We encourage children and staff to develop a 'growth mindset' when it comes to their potential to 'build their brains' and be the best they can be.

Our school ethos is positive, friendly and welcoming with the aim of providing a fun, safe and nurturing environment in which pupils are valued and want to participate, and children enjoy their time with us. Our Core Values of Respect, Responsibility, Resilience, Kindness and Joy reflect our school and the children who come here.

Emotional, physical and mental wellbeing of all staff is paramount at The Meads. We acknowledge that there is a relationship between healthy, positive staff, pupil achievement and school improvement. We recognise that staff are our most important resource and are to be valued, supported and encouraged to develop personally and professionally. As such, we subscribe to the principles, aims and objectives of the DfE's Education Staff Wellbeing Charter.

Our school website will give you the opportunity to find out more about us and to view some of the work we do; you can find this at [www.meads.luton.sch.uk](http://www.meads.luton.sch.uk).

As one of our Class Teachers, under the direction of the Headteacher, Senior Leadership team and Year Leader, you will play a key part in developing and facilitating a broad, creative and engaging curriculum, achieving the highest levels of attainment for our pupils and ensuring an effective cycle of planning, delivery and assessment.

Duties and responsibilities will include:

#### **The Class**

- Planning, preparing and presenting lessons that cater for the needs of the whole ability range within the class
- Motivating pupils with enthusiastic, imaginative presentation
- Implementing behaviour management strategies to maintain discipline within the class
- Preparing and marking work to facilitate positive pupil development and progress
- Monitoring and tracking progress and providing feedback to develop IEPs for children with special educational needs.
- Meeting requirements for the assessment and recording of pupils' development and progress
- Establishing and maintaining supportive relationships with all pupils in your class and their parents/carers.
- Encouraging and promoting inclusion in the classroom, ensuring all pupils feel valued and involved with tasks and activities.
- Establishing good relationships with pupils, being a role model by presenting a positive personal image and responding appropriately to individual need.
- Encouraging pupils to act independently and take responsibility as appropriate.
- Maintaining class records and reporting on pupil progress and development.

#### **The Curriculum**

- Teaching all areas of the primary curriculum
- Taking responsibility for the progress of a class of primary-age pupils
- Organising the classroom and learning resources and creating displays to encourage a positive learning environment
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings as necessary
- Liaising with colleagues and working flexibly
- Coordinating activities and resources within a specific area of the curriculum, and working together to support colleagues in the delivery of this specialist area
- Keeping up to date with changes and developments in the structure of the curriculum

### General Responsibilities

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Promoting the inclusion and acceptance of all pupils and staff.
- Developing and maintaining effective working relationships with other staff and parents or carers.
- Working with parents and school governors to maximise their involvement in the school and the development of resources for the school
- Appreciating and supporting the role of other professionals.
- Meeting with other professionals such as education welfare officers and educational psychologists, as required
- Contributing to the overall ethos/work/aims of the school.
- Organising and taking part in school events, outings and activities, which may take place at weekends or in the evening and facilitating extracurricular activities
- Participating in training and other learning activities, taking responsibility for your own professional development
- Monitoring and supporting your own and colleagues' wellbeing and mental health in order to help meet the school's commitment to the DfE's Education Staff Wellbeing Charter

### To apply for the post

When completing your application, please complete the form providing full details of your education and employment history, including any unpaid or voluntary work. *Please see enclosed Safer Recruitment information.*

**Please note.** You must provide 2 referees one of which must be the current/most recent employer and is the Headteacher of the educational setting. If you have not been in paid employment, please give details of two heads of any education or training establishment or managers of any voluntary group that you have worked for. References from a relative or friend will not be accepted.

The closing date for applications is: **Thursday 29th September 2022**

Interview Date: **Week commencing 3<sup>rd</sup> October 2022**

You will be notified, via My New Term, as soon as possible after, if you have been shortlisted for the post.

Please note that you will be required to produce original certificates relevant to the role (Incl. QTS) and documents proving your eligibility to work in the UK and identity (i.e. passport **or** birth certificate **and** driving licence). Issues relating to safeguarding and promoting the welfare of children will be explored at interview.

We reserve the right to contact current or previous employers as part of the verification process pre-employment checks at the point of short listing. You may be asked to explain any gaps or issues arising from the information you have provided and/or from employment references.

If you have any questions, please do not hesitate to contact me at the school.

Yours sincerely



Mr R Jenkins  
Headteacher



## JOB DESCRIPTION

**TITLE:** Class Teacher

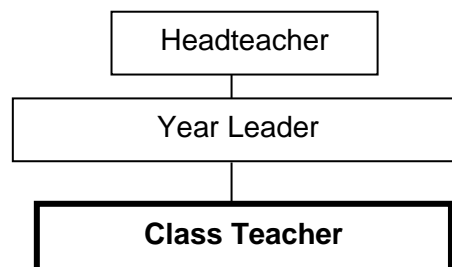
**SCHOOL:** The Meads Primary School

**RESPONSIBLE TO:** Headteacher

**GRADE:** MPR or UPR

**PURPOSE OF POST:** The postholder has a teaching commitment in the school and will contribute to the School Plan, supporting the ethos, aims and vision of the school.

### ORGANISATION CHART:



### PRINCIPAL RESPONSIBILITIES:

The teacher will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and will undertake class teaching in a designated year group/curriculum area.

1. Assist in whole school, year group and lesson planning which meets the needs of all pupils.
2. Coordinate/act as a subject(s) specialist in a curriculum area, including monitoring and assessment, policy assessment and teaching strategies, consulting with colleagues and feeding back to the Leadership Team.
3. Monitor and assess pupil results and progress, ensuring appropriate records have been kept, and use performance data to inform individual pupil, class and year group targets, lesson planning and the preparation of differentiated work, which meets the needs and potential of all pupils.
4. Support the school's pastoral system, within the year group, class and with individual pupils.
5. Contribute to the school's performance management process, coaching and mentoring colleagues and PGCE/ITT students, as required, monitoring some teaching in the curriculum area and the input of class support staff.
6. Contribute to the effective deployment of support staff and resources (ICT and consumables) within the class.
7. Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise. Comply with school policies and procedures in areas such as assessment, marking, behaviour management, communication with parents, teaching English as an additional language, cover, induction, planning, staff meetings, parental events.
8. Ensure personal professional development, being up-to-date in national and local developments, participating in whole school and individualised INSET and sharing with others.

**DIMENSIONS:****Financial Resources:**

**Other:** Responsible for the effective deployment of class based support staff

Because of the nature of this job, it will be necessary for an Enhanced Criminal Record Disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

***Applicants for this public-facing post will need to demonstrate the ability to converse, and provide effective help or advice, fluently in spoken English.***

***'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'***

***'CVs will not be accepted for any posts based in schools.'***

## Person Specification

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

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	Teaching in the relevant subject area.	1, 2	Working with children with English as an Additional Language and/or Special Educational Needs and/or vulnerable groups	1, 2
	Using data to inform target setting and planning.	1, 2		
<b>Skills / Abilities</b>	Able to communicate with a variety of stakeholders (eg colleagues, parents, external agencies).	1, 2	Able to coach and mentor others.	1, 2
	Able to use IT to support both the curriculum and work organisation.	1, 2		
	Able to work as part of, and contribute to, a whole-school, multi-disciplinary team.	1, 2		
	Able to monitor and evaluate teaching and learning.	1, 2		
	Able to identify the necessary resources which ensure high quality teaching and learning.	1, 2		
	Able to assess the needs of individuals to inform lesson planning.	1, 2, 5		
	Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.	5		
<b>Equality Issues</b>	Demonstrable commitment to inclusive teaching and learning.	1, 2, 5		
	Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	1, 2		
<b>Specialist Knowledge</b>	Subject/KS, curriculum knowledge	1, 2, 5		
<b>Education and Training</b>	Qualified Teacher Status	4	Evidence of meeting the threshold standards.	1, 2
	Evidence of ongoing cpd.	1, 2	Sustained and substantial performance in the threshold standards.	1, 2

**(1 = Application Form    2 = Interview    3 = Test    4 = Proof of Qualification    5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The postholder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.



## Safer Recruitment Information

This document provides information on the recruitment process. We hope you will find this information useful and we look forward to hearing from you.

### Making an Application

**Applicants for this public-facing post will need to demonstrate the ability to converse, and provide effective help or advice, fluently in spoken English**

#### Application Form

CV's are not accepted as part of the application process. If you wish to be considered for this post please complete the application form online providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc).

You will note that we require details of two referees, one of which must be your current or most recent employer. **For previous school based posts, this must include the Headteacher.**

#### Supporting Information

This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.

### Interview and Selection Process

Those candidates who meet all the requirements for the post will be shortlisted and details of the interview programme will be confirmed in writing.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an

applicant with a disability (as defined under the act) to meet the requirements of the post.

### Induction and Continuous Professional Development

The Headteacher and School Governing Body are committed to ensuring your well-being and continuous professional development in this role. On appointment the Headteacher will discuss an appropriate induction programme with you which will help familiarise you with the culture of the school, local practices and policies.

You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications such as NPQs.

### Pre-employment Checks

#### Reference

If you are shortlisted we will take up references **before** the interview date. One of your referees must be your current or most recent employer. For previous school based posts, this must include the Headteacher. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Details relating to sickness absence record will be sought once a job offer has been made.

Copies of references or references that are addressed 'to whom it may concern' will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

We reserve the right to seek references from previous employers other than those listed as referees.

#### Disclosure and Barring Service

Employment at this school is subject to an enhanced check with the Disclosure and Barring service. Checks will also be made against the Protection of Children List (PoCAL) and the Department of Education and Employment List 99. All such checks must be satisfactory before we confirm any offer of an appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and

/or unspent convictions may not necessarily make you unsuitable for appointment.

### **Staff Disqualification Declaration**

We have been issued with new guidance from the DfE around safeguarding and working with children. All school staff are required to complete a questionnaire/declaration confirming they/or those within their household, are not disqualified from working with children.

### **Validation of Qualifications**

All short-listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

### **Right to work in the United Kingdom**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identify will also be required.

### **Medical Assessment**

A satisfactory medical assessment will be required before we confirm any offer of an appointment.

## **School Policies**

### **Child Protection/Safeguarding**

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. We have a designated senior member of the leadership who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

### **Whistle Blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore, our policy is to ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues.

### **Code of Conduct and Personal Behaviour**

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the wellbeing of all its employees and pupils.

The School Governors and Headteacher regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the codes and professional values of the GTCE (General Teaching Council, England). While registered teachers are bound by the code, the school considers the principles to apply to all staff employed at the school.

### **Equal Opportunities**

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their colour race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

**Full details of all these policies are available in school**