



Recruitment Pack

Class Teacher





Job Application Pack

For the position of

Class Teacher

Full Time

Temporary in the first instance (1st September 2026 to 31st August 2027)

MPS/UPS

To apply, please visit our online recruitment portal:

<https://www.eteach.com/schools/horsforth-newlaithes-primary-school-20026>

Please detail in your application your experience, the impact your appointment would make in terms of raising standards at Horsforth Newlaithes Primary School, and why you are the ideal candidate. All gaps in employment must be clearly accounted for. Please also be aware we are not permitted to accept CVs.

The application deadline for this position is Monday 20th April 2026 at 9am.

We encourage early applications and reserve the right to close this vacancy at any time.

For our Ofsted report:

<https://files.ofsted.gov.uk/v1/file/50193654>

Horsforth Newlaithes Primary School Statutory Information (including our Safeguarding and Child Protection Policy):

<https://www.newlaithes.co.uk/key-information/policies>



Dear Prospective Applicant,

Welcome!

Thank you for expressing an interest in becoming a member of the Newlaithes teaching team. This is a fantastic opportunity to join our school at an exciting and pivotal time in its history.

Due to new vacancies arising, we are again looking to recruit a class teacher to join our excellent team. The mission for us all at Newlaithes is to **enable children to thrive – both personally and academically**. We are seeking passionate and hardworking people at all stages of their career to join us on that mission. Previous applicants who were unsuccessful are welcome to apply again and will be considered against the published criteria for this vacancy.

My vision for Newlaithes is for it to be a place where excellence is a habit, where high standards are matched with high levels of joy, where the magic of childhood is celebrated every day, and where all children receive the education they deserve. I'm looking for people who have the potential to achieve this or who have experience that will contribute to making our school exceptional.

Central to our philosophy at Newlaithes are foundations based on **relationships** and **belonging**, and this includes all members of our community. We welcome applicants from all backgrounds, cultures, faiths and religions reflecting the rich diversity of our city of Leeds: everyone is welcome here at Newlaithes!

The successful candidate will:

- Be a highly adaptable and positive individual who wants to contribute to our mission and vision
- Value evidence-informed practice alongside professional expertise and experience
- Set high expectations which nurture, inspire, motivate and challenge all pupils
- Have positive and professional relationships with children, staff and parents
- Be relentless in supporting our mission for all children to thrive
- Bring a sense of joy and fun to our school

The successful candidate will have access to a range of benefits:

- An excellent CPD offer
- Access to the 'School Advisory Service' which includes free GP, counselling and physiotherapy services along with menopause, weight-loss and wellbeing support
- Access to Vivup employee benefit package which also includes discounted car leasing and discounts on high street purchases
- Further staff wellbeing and social opportunities

Visits to our school are warmly encouraged and welcomed. To book on to one of our tours, please visit:

<https://bookings.cloud.microsoft/book/TeacherTours@stf.newlaithes.co.uk/?ismsaljsauthenabed>

I strongly encourage you to consider how your application shows a commitment to wanting to work at our school. Please ensure your application is personal, authentic and specific to Horsforth Newlaithes. Generic applications are unlikely to demonstrate how well you meet the Person Specification.

We look forward to receiving your application!

Yours sincerely,

Marc Hayes

Headteacher

School Overview

Horsforth Newlaithes Primary School has been a central part of the community since its opening in 1973. It is located close to the A65/A6120 Leeds Ring Road and is accessible by public transport on a key bus route into Leeds city centre.

Our school site includes a large forest area which enables lots of opportunities for Forest School and outdoor learning.

Vision

Our vision for Newlaithes is for all children to feel that they **belong**, for them to **believe** in themselves and have hope, optimism and excitement for their future, and for them to **become** the best version of themselves.

Values

Our school values are:

Polite

Resilient

Aspirational

Independent

Safe

Empathetic

Reading

Reading is at the heart of our school development. We believe a love of reading is an entitlement for all children. Our children learn to read using Read, Write, Inc phonics and we use an evidence-based approach to developing fluency and comprehension in KS2.



New Opportunities

From the next academic year, we will be entering an exciting new stage of school improvement, with a particular focus on strengthening curriculum, teaching and provision across the school.

In EYFS and Key Stage 1, we are making significant investment in the curriculum, provision and resources for our 4- to 7-year-olds. Following the recent recruitment of a Deputy Headteacher who will lead this work, we are looking for new and experienced teachers with the potential, expertise and ambition to play an important part in this next phase.

Across Reception, Year 1 and Year 2, we are developing an approach which balances explicit teaching with purposeful, high-quality provision. Our thinking is informed by respected voices in curriculum and early years education, including Mary Myatt and Julian Grenier, while being rooted firmly in the needs of our children, our community and our school vision: **Belong, Believe, Become.**

This approach will be carefully adapted to the age and stage of the children, ensuring that nothing is left to chance while still giving pupils rich opportunities to explore, practise, talk, create and apply their learning through play and enquiry. We want children's early learning to be joyful, ambitious and deeply rooted in strong curriculum thinking.

In Key Stage 2, our focus will be on ensuring that teaching, learning and curriculum provision are as effective as possible for every child. Through a strong emphasis on explicit instruction, adaptive teaching and precise curriculum delivery, we want all pupils to thrive. The magic of childhood matters in Key Stage 2 too, and we welcome applications from practitioners who can bring energy, warmth and creativity to the classroom while also securing consistently high standards through evidence-informed teaching.

Appointments will be made according to the strengths, experience and potential of the successful candidates, and we welcome applications from teachers interested in working across the primary phase. In your application, please make clear which phase or opportunity particularly interests you, and explain what you would bring to this next stage of our school's journey.

Job Description

Class Teacher

MPS/UPS

Accountable to: Headteacher and relevant senior/phase leader

Responsible for: The learning, progress, safety and wellbeing of pupils taught; effective deployment of support staff where applicable.

Introductory Statement

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document, the Teachers' Standards, and the policies and procedures of Horsforth Newlaithes Primary School.

The postholder will be expected to work within the school's vision, values and priorities, contributing positively to a culture in which every child is supported to **belong, believe and become**.

The specific year group, phase or curriculum responsibilities attached to this post may vary according to the needs of the school, the strengths of the successful candidate and the deployment decisions made by the Headteacher.

Purpose of the Role

The purpose of this role is to provide high-quality teaching, curriculum delivery and pastoral care for pupils at Horsforth Newlaithes Primary School, ensuring that all children are well taught, well known and well supported to achieve strong outcomes from their individual starting points.

The successful candidate will contribute to the next stage of school improvement by delivering consistently effective, evidence-informed teaching; adapting learning to meet pupils' needs; making accurate use of assessment; and supporting the development of a rich, coherent and ambitious curriculum across the primary phase.

The postholder may be deployed in EYFS, Key Stage 1 or Key Stage 2 according to the needs of the school.

Main Duties and Responsibilities

1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour expected of pupils.

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs.

- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- Have secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities where appropriate to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging, ambitious and well-sequenced curriculum within the relevant subject area(s).
- Where relevant, contribute to high-quality provision which enables pupils to explore, practise, talk, create and apply their learning in age-appropriate ways.

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate and adapt teaching appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those who are disadvantaged; and those with disabilities.

- Be able to use and evaluate distinctive teaching approaches to engage and support pupils with a range of needs.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant information and data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking where appropriate, and encourage pupils to respond to feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms.
- Take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour and establish a framework for positive conduct, using praise, support, correction and consequences consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents and carers with regard to pupils' achievements and wellbeing.
- Work flexibly and positively across phases and year groups according to the needs of the school.
- Recognise that the job description and allocation of particular responsibilities may be amended through appropriate consultation from time to time.

Person Specification

Candidates are encouraged to make clear in their application how their experience, knowledge and skills match the Person Specification, including any particular interest or expertise in EYFS, Key Stage 1, Key Stage 2, curriculum development, phonics, SEND or adaptive teaching.

Mode of Assessment	A = Application I = Interview R = Reference C = Certificate	Essential	Desirable
Qualifications			
A, I, C	Qualified Teacher Status	X	
	Honours Degree		X
	Relevant professional development linked to primary teaching, phonics, SEND, curriculum, behaviour, assessment or early years practice.		X
Knowledge and Understanding			
A, I	Secure knowledge of the primary curriculum and effective primary pedagogy.	X	
	Clear understanding of how to plan and teach well-structured lessons, including explicit instruction, modelling, guided practice, independent practice and checking pupils' understanding.	X	
	the needs of pupils with a range of starting points, including pupils with SEND, disadvantaged pupils, pupils with EAL and pupils working at greater depth.		
	Understanding of high-quality provision in EYFS and/or Key Stage 1.		X
	Knowledge of evidence-informed approaches to teaching and behaviour.	X	
	Knowledge of evidence-informed approaches to assessment and curriculum design.		X
Skills			
A, I	Ability to plan and deliver ambitious, clear and appropriately adapted lessons.	X	
	Ability to create a calm, purposeful classroom climate with high expectations for behaviour, participation and learning.	X	
	Ability to use assessment to check understanding, identify misconceptions and adapt teaching.	X	
	Ability to use a high standard of English to communicate clearly, accurately and professionally in writing and in person.	X	
	Ability to work effectively with colleagues, support staff, parents and carers.	X	
	Ability to contribute to curriculum, subject or phase development.		X

Experience			
A, I	Experience of teaching, training or placement within the primary age range.	X	
	Experience of working with pupils with SEND or additional needs.		X
	Experience of working in EYFS or in a KS1 with continuous provision.		X
	Experience of using strategies which secure high levels of pupil participation, engagement and thinking.		X
Attributes			
A, I	High expectations for all pupils.	X	
	Warmth, integrity and professionalism.	X	
	Reflective and open to feedback.	X	
	Reliable, organised and able to follow agreed school systems and policies.	X	
	Committed to inclusion and to helping every child belong, believe and become.	X	
	Positive team member who contributes to the wider life and ethos of the school.	X	
	Ambition to develop professionally and contribute to the next stage of school improvement at Horsforth Newlaithes Primary School.		X
Safeguarding Children			
A, I, R, Pre-employment checks	Understanding of statutory safeguarding responsibilities	X	
	Ability to maintain appropriate relationships and personal boundaries with children and young people	X	
	Emotional resilience when working with challenging behaviours and appropriate attitude to the use of authority to maintain discipline	X	
	Commitment to safeguarding and promoting the welfare of children	X	
<p>Horsforth Newlaithes Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.</p> <p>All appointments are made in accordance with safer recruitment practices and statutory guidance, including Keeping Children Safe in Education.</p> <p>Online searches may be carried out on shortlisted candidates as part of due diligence checks. All appointments are subject to satisfactory references, an enhanced DBS check, checks regarding suitability to work with children, and any other relevant pre-employment checks.</p>			

How to Apply

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