



# Ashdene Primary School Recruitment Pack



Welcome from the Headteacher and Head of School

Welcome to Ashdene Primary School and thank you for your interest in joining our team.

Ashdene Primary School is a highly ambitious and successful school with an uncompromising commitment to excellence. We are proud of the exceptionally high outcomes our pupils achieve and of the culture of aspiration, hard work and high standards that underpins all aspects of school life.

At Ashdene, we believe every child can succeed when teaching is of the highest quality and expectations are clear, consistent and ambitious. Our curriculum is carefully designed to secure strong knowledge, deep understanding and a genuine love of learning. We are relentless in our drive to ensure that every pupil achieves their very best.

Teaching and learning is at the heart of everything we do. We are at the forefront of educational practice, using evidence-informed approaches to continually refine and strengthen our provision. Professional learning is central to our success, and we invest significantly in developing staff expertise at every stage of their career.

Our reputation extends beyond our own school. We are proud to support other schools, share effective practice and welcome leaders and teachers who visit to observe the high-quality provision and outcomes achieved at Ashdene. Collaboration, innovation and continual improvement are key features of our work.

We know that outstanding schools are built by exceptional people. We are looking for professionals who are ambitious, reflective and committed to making a difference for children. In return, we offer the opportunity to work within a talented and supportive team where excellence is the norm, professional development is prioritised and staff are encouraged to grow and lead.

If you share our high expectations, passion for education and determination to achieve the very best for children, we would be delighted to receive your application.

Thank you for considering Ashdene Primary School as the next step in your career.

Collette Mather and Kirsty Gerrity



Excellence: everyone, everywhere, every day.



Teachers do lots of stuff to help you remember.  
Y4 child

Ashdene is very fun! Y1 child



You get to go on lots of trips.  
Y6 child

We want you to be kind but a bit strict so we can learn.  
Y4 child



Children here are very friendly and nice.  
Y3 child



There is nothing left to chance at this school. The curriculum has been diligently designed and skilfully refined so that teachers know how and when to teach the key knowledge, from the early years to Year 6.

(Ofsted 2025)

# Why join Ashdene Primary School?

The school has embraced a culture of continual reflection and improvement. Leaders at all levels engage with appropriate educational research when making decisions about the school's development.

(Ofsted 2025)

Recognition initiatives

Pension

15% non-contact time for all teachers

Exceptional CPD offer

A positive school culture where staff voice is valued



Pupils' behaviour is exemplary within and outside the classroom. (Ofsted 2025)

'When I started at Ashdene I was immediately struck by the welcoming community!'  
Rebecca Gill  
(Class Teacher)

Friendly and supportive staff team

Opportunities for flexible working

Annual flu jabs

Tax free childcare scheme

Flexible and dynamic leadership

Staff feel valued and supported. They are incredibly proud to work at the school. (Ofsted 2025)

'I love the community feel of the staff team at Ashdene. Everyone is supportive of each other and works together to do the best for the children.'  
Rachael Cottey, Teaching Assistant

The relentless focus on revisiting prior knowledge ensures learning is secure. (Ofsted 2025)

# Our ECT offer

‘Ashdene is like a big family. You feel immediately welcomed and exceptionally well supported. I would not work anywhere else.’ Emily Gorton ECT



‘I started at Ashdene as a newly qualified teacher ten years ago. I have been provided with the best opportunities to develop professionally. I am really proud to say that I am now an Assistant Headteacher.’  
Sarah Roberts, Assistant Headteacher



# Teacher Job Description

Ashdene is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

## Main purpose

The successful candidate will demonstrate excellent classroom practice, high expectations for all pupils, and a commitment to continuous professional development. They will work collaboratively with colleagues to contribute to a positive, inclusive and ambitious learning environment where pupils thrive.



## Key Responsibilities

### Teaching and Learning

- Plan and deliver engaging, well-structured lessons that inspire curiosity and a love of learning.
- Set high expectations for all pupils, promoting excellent progress and attainment.
- Use a range of teaching strategies to meet the needs of all learners, including pupils with SEND and those who are more able.
- Demonstrate strong subject knowledge and effective pedagogy.
- Create a stimulating and purposeful classroom environment that supports learning.

### Pupil Progress and Achievement

- Monitor and assess pupil progress using a range of assessment strategies.
- Use assessment information effectively to adapt teaching and accelerate progress.
- Provide high-quality feedback that supports pupils to reflect and improve their learning.
- Take responsibility for the progress and achievement of all pupils in the class.

### Behaviour and Inclusion

- Establish clear expectations and routines that support positive behaviour for learning.
- Build strong, respectful relationships with pupils.
- Promote inclusion and ensure every child feels safe, valued and supported.
- Implement the school's behaviour policy consistently.

### Professional Collaboration

- Work collaboratively with colleagues to develop high-quality teaching and learning across the school.
- Contribute positively to year group and whole-school planning.
- Share effective practice and support the development of others where appropriate.
- Contribute to the wider life of the school community.

### Communication and Partnerships

- Develop positive relationships with parents and carers.
- Communicate effectively regarding pupils' progress and wellbeing.
- Work collaboratively with support staff and external professionals where appropriate.

## Professional Development

- Engage fully in the school's professional development programme.
- Reflect on practice and seek opportunities to improve teaching and learning.
- Contribute to school improvement priorities and initiatives.

## Safeguarding

- Promote and safeguard the welfare of all pupils.
- Follow school safeguarding procedures and statutory guidance.
- Maintain a culture of vigilance and care.

# Teacher Person Specification

## Qualifications

Essential:

- Qualified Teacher Status (QTS)
- Degree or equivalent qualification

Desirable:

- Evidence of further professional development

## Experience

Essential:

- Experience of delivering high-quality teaching in a primary setting (or successful teaching placements for ECTs)
- Experience of planning and assessing learning effectively
- Experience supporting pupils with SEND or additional needs

Desirable:

- Experience teaching across a range of primary year groups

## Knowledge and Understanding

Essential:

- Secure understanding of effective teaching and learning strategies
- Knowledge of the National Curriculum and assessment practices
- Understanding of how children learn and make progress
- Knowledge of safeguarding responsibilities

Desirable:

- Awareness of evidence-informed teaching approaches
- Understanding of inclusive education practices

## Skills and Abilities

Essential:

- Ability to deliver engaging, high-quality lessons
- Ability to inspire and motivate pupils
- Strong classroom management skills
- Ability to analyse pupil progress and adapt teaching accordingly
- Excellent communication and teamwork skills
- Ability to build positive relationships with pupils, colleagues and parents

## Personal Qualities

**We are looking for a teacher who:**

- Demonstrates high expectations for every child
- Is enthusiastic, reflective and committed to continuous improvement
- Works collaboratively as part of a supportive staff team
- Shows initiative, professionalism and resilience
- Shares the school's commitment to inclusion, wellbeing and safeguarding

## Equality, Diversity and Inclusion

Ashdene Primary School is committed to building a diverse workforce and creating an inclusive environment where all staff feel valued and supported. We welcome applications from individuals of all backgrounds and are committed to ensuring equality of opportunity for all.

All qualified applicants will be considered for employment regardless of sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age, disability, or marriage and civil partnership status.

We are committed to promoting fairness, respect and inclusion within our school community.

## Safeguarding Statement

Ashdene 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.

The successful candidate will be required to demonstrate a commitment to safeguarding and promoting the welfare of children. The appointment will be subject to satisfactory pre-employment checks, including an enhanced Disclosure and Barring Service (DBS) check, verification of identity and qualifications, and satisfactory references.

As part of the recruitment process, shortlisted candidates will be subject to an online search in line with safer recruitment guidance.

Ashdene Primary School is committed to creating a culture of vigilance where safeguarding is everyone's responsibility and where children feel safe, valued and supported.





## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 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 which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 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 a 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, whatever the teacher's specialist subject
- 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 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 curriculum within the relevant subject area(s).

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

- know when and how to differentiate 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 with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 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 data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

- have clear rules and routines for behaviour in classrooms, and 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 discipline with a range of strategies, using praise, sanctions and rewards 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 with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.