



Proud to be Primrose Lane

Temporary Teaching Position

(1 year in the first instance)

Candidate Information Pack

Closing date: Thursday 18th June at 12.00 noon

Short Listing: Friday 19th June

Interviews: Friday 26th June



We are Proud to be Primrose Lane

Job Details

Start Date: September 2026

Pay scale: M1 – M6

Contract Type: Full – Time and Temporary

Application Closing Date: Thursday 18th June at 12.00 noon

Shortlisting Date: Friday 19th June 2026

Interview Date: Teaching Observation Wednesday 24th June and interviews Friday 26th June

About Primrose Lane

Primrose Lane is a community primary school with 160 children aged 3-11 currently on role. Our school is close to the centre of Boston Spa, an attractive rural village located on the outskirts of Leeds. Our vision is simple: every lesson, every day, we help pupils develop enquiring minds, high aspirations and the resilience to flourish academically and socially.

We are a nurturing and inclusive school committed to personalised learning. Our curriculum blends strong core provision with creativity, outdoor learning and a rich personal development offer so pupils learn the meaning of British Values and are prepared to be responsible, active citizens. Staff and pupils are proud to be Primrose Lane.

Primrose Lane is part of Wharfe Valley Learning Partnership, a group of local schools who work together to ensure consistently high standards of teaching and learning across the partnership. School leaders and governors from each school work together to provide 'critical friendship', collaboration and professional development opportunities for all staff and governors.

We are also working closely with Roundhay School, an outstanding school in North Leeds as part of our ongoing school development journey.

We are looking for a talented and motivated Class Teacher to join us from September 2026. You will be committed to excellent classroom practice, to ensuring all pupils know more and remember more, and to contributing positively to our school culture.

Why join us now?

- A bespoke CPD and coaching package designed to accelerate your development and classroom impact.
- Close collaboration with Roundhay School, giving access to outstanding practice, subject expertise and joint training.
- A supportive leadership team and a values-driven community where staff and pupils are proud to belong.

If you are passionate about making learning meaningful and helping every pupil fulfil their potential, we would love to hear from you.

Class Teacher Job Summary

Important qualities in our new Teacher:

- An excellent classroom practitioner with high expectations for all pupils and a proven track record of securing progress.
- Passionate about teaching and learning, able to motivate pupils and to model strong pedagogy.
- Strong communication and relational skills and able to build positive partnerships with families, staff and governors.
- Calm, reflective and resilient — able to manage behaviour positively and support pupils who may be dysregulated
- Committed to inclusion and personal development, with an understanding of how schools support pupils' wider development beyond academics.

You will be child-centred, resilient, and ready to contribute positively to our nurturing school culture.

The role will include:

- Planning and delivering high-quality teaching that meets the needs of pupils across the age/ability range you teach, including EYFS/KS1.
- Being accountable for pupil progress, using assessment and data to set ambitious targets and adapt teaching.
- Creating a safe, stimulating and inclusive classroom where pupils display positive learning behaviours.
- Leading a core subject or area of personal development and contributing to curriculum development and assessment practice.
- Working collaboratively with colleagues, parents and external partners to support pupils' academic and personal development.
- Contributing to whole-school priorities such as improving early reading, developing maths mastery and embedding approaches to knowledge retention.

The postholder will be expected to uphold our safeguarding responsibilities and actively promote our school values in everyday practice.

We can offer you:

- A welcoming, values driven school community where staff and pupils are proud to belong.
- A bespoke CPD and coaching package designed to accelerate classroom impact and strong partnership working with Roundhay School and the Wharfe Valley Learning Partnership.
- A supportive leadership team and a school that places wellbeing and professional growth at the centre of development.
- The chance to be part of a school that is passionate about **inspiring** our pupils and enabling them to reach their full potential.

For more information about our school, please look on our [website](#)

The successful applicant will become part of a team that is enthusiastically driving the school forward. We are a warm, inclusive school with strong ethos, a sense of community and a commitment to excellence for all children in our care. We aim to ensure that our children feel safe, happy and achieve their potential as a unique individual and as a learner.

We welcome applications from candidates of all backgrounds and are committed to equality, diversity and inclusion. Safeguarding is central to our work — appointments are subject to an enhanced DBS check and pre-employment checks.

If you want to work in a school that values kindness, ambition and honesty and are excited by the chance to help Primrose Lane flourish, please apply. We look forward to hearing from you.

We welcome visits to our school; please contact the school office to arrange, either by email info@primroselane.leeds.sch.uk or by phone 01937 842 667.

Details of the interview arrangements will be sent out to those on the shortlist by **Monday 22nd June**. If you have not heard from us by this date, please assume that your application has not been successful on this occasion.

Commitment to safeguarding

The school is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. Appointments made are subject to an enhanced Disclosure and Barring Service check. If shortlisted, you will be required to disclose relevant information regarding criminal history and an on-line search will be conducted. This includes only information publicly available on-line. We promote equality, diversity and inclusion and want a workforce which reflects the population of Leeds.

Job description

Class Teacher

DIMENSIONS

Responsibility for:

- Pupils
- Staff Teaching Assistant

PURPOSE OF JOB

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England.

RESPONSIBILITIES

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for tests and assessments within the remit of the *School Teachers' Pay and Conditions Document*

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

Professional development

- Take responsibility for your own professional development and keep up to date with research and developments in pedagogy and in the subjects you teach
- Share corporate responsibility for the implementation of school policies and practices

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary, responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2013

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

Safeguarding

Everyone who works at Primrose Lane Primary School has the responsibility for promoting the safeguarding and welfare of children.

Commitment to safeguarding children

- To ensure awareness of school policy and procedures re Child Protection
- To become aware of the signs and symptoms of abuse by attending relevant training
- To report all causes for concern to the Child Protection Officer
- To ensure the safety of all pupils in the school learning environment
- To carry out risk assessments prior to activities.

Supplementary job description

Post Threshold Teacher

Post threshold teachers must fulfil the job description of a class teacher, in addition to:

- a. being *highly competent* in all elements of the relevant standards
- b. making a contribution to the school which is both *substantial* and *sustained* as exemplified and defined below.

(a) that the teacher is *highly competent* in all elements of the relevant standards;

eg performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice

and (b) that the teacher's achievements and contribution to an educational setting or settings are *substantial*

eg of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning and the effectiveness of staff and colleagues.

and (b) that the teacher's achievements and contribution to an educational setting or settings are *sustained*

eg maintained continuously over a period of time – at least 2 years. Have met appraisal objectives and shown their expertise has grown over the relevant period and is consistently good to outstanding.

highly competent – performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' standards.

substantial – achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with groups of children, but also in making a significant wider contribution to the school, which impacts on pupil progress and the effectiveness of staff and colleagues.

sustained – usually have two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. Have shown their expertise has grown over the relevant period and is consistently good to outstanding.

PERSON SPECIFICATION

POST TITLE: Class Teacher – Primrose Lane Primary School

ATTRIBUTES	ESSENTIAL (A)	DESIRABLE (B)	HOW IDENTIFIED
RELEVANT EXPERIENCE	Successful teaching experience within EYFS and/or KS1 A sound knowledge of planning, assessing and recording An understanding of how young children learn and the importance of an effective learning environment Experience of teaching the full range of ability Management of classroom support	Experience of working as a member of a team	Application Form Interview References
EDUCATION AND TRAINING	Qualified Teacher Status Willingness of developing professionally through CPD and training Competent with ICT Knowledge of the KS1 curriculum and its underlying principles		Application Form

<p>SPECIAL KNOWLEDGE AND SKILLS</p>	<p>Effective, high calibre classroom teacher who is committed to excellence</p> <p>Clear philosophy of primary practice, current thought and legislation</p> <p>An understanding of active learning and creativity within the curriculum</p> <p>Commitment to Equal Opportunities</p> <p>A good grasp of classroom organisation and management</p> <p>Positive and successful use of behaviour management strategies</p> <p>Understanding of and provision for all aspects of inclusion</p> <p>Ability to deliver personalised learning</p> <p>Ability to self-appraise</p>	<p>A willingness to develop a curriculum subject area throughout the School</p> <p>Experience of working with pupils with special needs / additional learning needs</p>	<p>Application Form</p> <p>Interview</p> <p>References</p>
<p>ANY ADDITIONAL FACTORS</p>	<p>Supportive of Parental Involvement</p> <p>Willingness to contribute fully to the life of the school</p> <p>Enthusiasm, energy and commitment</p> <p>A good communicator</p> <p>Integrity and reliability</p> <p>Outward facing</p>	<p>A sense of humour ☺</p> <p>An area of special expertise</p>	<p>Application Form</p> <p>Interview</p>

