



**Class Teacher
CANDIDATE
PACK**



ABOUT US

Thank you for your interest in Rushton Primary School. We are a small rural school located in the village of Rushton, with 96 children enrolled.

The majority of our students join us from outside the village, including Desborough, Kettering, and Corby. We were graded "Good" in May 2024.

Our school structure includes:

- Reception class
- Mixed-age Year 1/2 class
- Mixed-age Year 3/4 class
- Mixed-age Year 5/6 class


We live by our school values of **courage**, **responsibility**, and **aspiration** every day, through clear expectations and a wide range of opportunities. Our school site is exceptional, featuring an outdoor learning area, an astro-turf pitch, and a large field. We strive to enrich our pupils' educational experiences by welcoming visitors, exploring the local area, and participating in sporting events.

We work hard to maintain a family atmosphere. This is achieved through our routines and house system, which encourages children to mix across year groups. Older children often play with and share books with younger students, fostering a strong sense of community.

Although we are a small school, we provide our children with the same experiences as larger schools, while maintaining a close-knit environment. Every member of staff knows each child personally. We also have a wonderful parent community that volunteers their time to support learning, school trips, and fundraising activities.

| Pupil Numbers | | | | | | |
|-----------------------|-----|-----|-----|-----|-----|-----|
| R | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
| 15 | 13 | 13 | 11 | 15 | 14 | 15 |
| Spaces per year group | | | | | | |
| R | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
| 0 | 2 | 4 | 4 | 0 | 1 | 0 |

HOW OUR PUPILS FEEL ABOUT THE SCHOOL...



If I ever have any worries or problems, I know the teachers will help - Year 3 pupil

Rushton is such a friendly and welcoming school. I have made friends already.- New Year 6 pupil

I like my lessons, and we get to do lots of fun things like careers day. Year 4 pupil

I love getting house points and stickers. It makes me feel good to know I am recognised for the things I do well and trying hard. Year 4 pupil

We get rewards such as extra play and pyjama day. Year 4 pupil

I love school. Every day is the best.
Year 4 pupil

Class Teacher



Contract type

- Fixed-Term
- Maternity Cover - Expected to end no later than 31st August 2026.
- Teachers terms and conditions

Salary

- MPS

Closing date

- 13th June 2025

Shortlisting

- w/c 16th June 2025

Start date

- September 2025

How to apply

To apply, please complete a Pathfinder Schools Teacher application form which can be downloaded from the vacancies page of the Trust website

<https://pathfinderschools.org.uk/join-us/vacancies>

Completed application forms should be accompanied by a letter of application and should be sent to dbull@pfschools.org.uk

We have an exciting opportunity for a class teacher to join our forward-thinking school.

Situated in the small village of Rushton, Northamptonshire, our school is much loved by its pupils, families and the wider community. Our staff team and governing body form an exceptional, highly engaged and ambitious team.

We are looking for a teacher who;

- Is ambitious for our children's outcomes, both academic and beyond
- Will build great relationships with parents and families
- Has a developed understanding of the national curriculum
- Is passionate about working to ensure excellent progress for our children
- Bring new ideas to enhance our provision further
- Be a team player

Visits to the school prior to application are encouraged and welcomed, to arrange a visit please contact our School Business Manager, Daniel Hadkiss at dbull@pfschools.org.uk

All appointments are subject to satisfactory references, medical and enhanced DBS checks. All shortlisted candidates will now be required to complete a staff disqualification declaration as part of our safeguarding checks.

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

Pathfinder Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

The workplace will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Rushton Primary School Safeguarding Policies and Procedures are available on their website, which can be accessed at the following web address : <https://www.rushton.school/safeguarding>

Pathfinder Schools and our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, medical, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Recruitment and Selection Policy which includes further information on pre-employment checks and our statement on the Recruitment of Ex-Offenders <https://pathfinderschools.org.uk/join-us/vacancies>

As part of our rigorous Safer Recruitment process Pathfinder Schools has adopted the practice of online searches for external shortlisted candidates.

The purpose of the search is to enable us to fulfil our duty under Keeping Children Safe in Education and is part of our due diligence to identify any incidents or issues that have happened, and are publicly available online, which we may need to discuss with you during interview. Therefore, if you are shortlisted for a role an appropriate online search will be undertaken on your name(s). Consent to an online search is included in the Pathfinder Schools application form. Searches are based on publicly available information, therefore where your profiles are private or are locked, no further search will be required on these pages. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied. Pathfinder Schools is committed to creating a diverse workforce. We 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

Pathfinder Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. DBS, Reference, Identity, Criminal Record and Medical Checks are mandatory for all posts within Pathfinder Schools.

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Job Description



Headteacher

Responsible to:
Headteacher

Purpose of the role:
To ensure high quality education for all pupils for which you are responsible and accountable and improve the quality of learning and standards of achievement.

Principal responsibilities:

- To fulfil the duties of a teacher and the relevant professional standards as outlined in the School Teachers' Pay and Conditions Document.
- To provide a secure, happy and caring environment for all children in the class.
- To plan, prepare and deliver appropriate educational experiences, which address individual needs through quality teaching and high expectations.
- To ensure that educational needs of all pupils in your class are fully met and liaise with the SENCO where necessary to support children with special needs.
- To ensure that all pupils make at least expected progress within an academic year
- To implement interventions and support measures to support children who are not on track to meet their end of Key Stage targets.
- To inform the SENCO of any concerns relating to the development of a child.
- To assess, monitor, record and report, on the progress and attainment of pupils. To administer national and school assessments thoroughly and to use the information to improve standards. To lead improvement projects based on informed use of assessment data, supported by senior managers (text in blue for UPR teachers only)
- To follow the school's marking policy ensuring that children are given comprehensive feedback about the learning and how they can improve in future pieces of work.
- To communicate and consult with parents/carers, through written and oral reports. To keep a record of discussions held.
- To liaise effectively with professional agencies, e.g., Health visitor, speech therapist, educational psychologists.
- To participate fully in all staff meetings, and to be involved in appropriate staff development.
- To take an active role in the development of all School Policies and Schemes of Work.
- To maintain high standards of discipline and to ensure that all children are safe by following the Health and Safety Policy.
- To assist with the training of students and contribute towards their assessments.
- To work closely with classroom assistants offering support and guidance in the lesson objectives to ensure quality provision is given through understood goals.

- To maintain an attractive, stimulating and well organised learning environment including displaying children's work effectively and directing support staff to assist with this.
- To contribute to the design and provision of an engaging curriculum as and when requested by subject leaders/senior managers.
- To reflect systematically on the effectiveness of lessons and approaches to teaching.
- To keep informed of changes in education nationally, as they impact upon the phase of education in which the teacher works, including changes to assessment and curriculum arrangements and support senior managers in their implementation. (text in blue for UPR teachers only) .
- To take supervise and lead acts of worship in accordance with the Church of England (if applicable).
- To attend staff meetings and Training Days in accordance with directed time allocations and to take responsibility for improving your own teaching practice.
- To be responsible for the safeguarding and wellbeing of children by following school policy relating to safeguarding, health and safety and behaviour management.
- To take a leading role for improving, monitoring and evaluating a curriculum area across the school, presenting, supporting and reporting to SLT/Governors as appropriate.
- To make a positive contribution to the wider school life and ethos of the school.
- To develop effective, professional relationships with colleagues, knowing how and when to draw on advice and professional support.
- To have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality.
- To act within the statutory frameworks which set out your professional duties and responsibilities.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The workplace will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Class Teacher Person Specification



The essential and desirable criteria outlined in the table below will be used as part of the shortlisting process. Candidates should meet all essential criteria to be considered for the post, desirable criteria will be referred to where further shortlisting activities are required beyond the consideration of essential criteria. This is usually the case in respect of a high volume of applications meeting all shortlisting criteria.

| Criteria | Essential | Desirable |
|-------------------------------------|---|--|
| Education and Qualifications | <ul style="list-style-type: none"> • Qualified Teacher Status (AF) • Evidence of improving teaching through appropriate professional development including responding to advice and feedback from colleagues as well as self reflection (AF) | <ul style="list-style-type: none"> • Other relevant higher professional qualification (AF) |
| Experience and Knowledge | <ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas. (I & LO) • Understand and evidence promoting high standards of literacy, articulacy and the correct use of standard English, whatever the Teacher's specialist subject (LO) • Foundation only Demonstrate a clear understanding of systematic synthetic phonics and appropriate teaching strategies for maths (I & LO) • Demonstrate a critical understanding of developments in the subject/ curriculum areas. (I) • Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ◦ how pupils develop and learn ◦ what can inhibit learning ◦ pupils' capabilities and prior knowledge ◦ and how you have incorporate this into your planning and teaching (AF & I) • Evidence of building and maintaining good relationships with pupils rooted in mutual respect and adhering to proper boundaries. (I & LO) • Communicate effectively and professionally with colleagues and parents, the latter with regard to pupils' achievements and well-being as well as with colleagues. (AF) • Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback and take responsibility for their learning. (AF) | <ul style="list-style-type: none"> • Recent experience of working in a school environment • Recent experience in a similar role. |

Class Teacher Person Specification



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| Criteria | Essential | Desirable |
|---------------------------------|---|-----------|
| Experience and Knowledge | <ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements and making use of formative and summative assessment to secure pupils' progress. (AF & I) • Experience of using relevant data to monitor progress, set challenging targets, and plan subsequent lessons. (AF & I) • Experience of using differentiation effectively and appropriately, using approaches which can be taught effectively (AF & I) • Evidence how home work and other out of class activities can extend the knowledge and understanding pupils have acquired (AF) • Experience of deploying support staff effectively to enhance the learning of pupils. (AF) | |
| Ability and Skills | <ul style="list-style-type: none"> • Be able to inspire, motivate and challenge pupils of all backgrounds, abilities and dispositions to achieve the high expectations set for them by understanding their needs and using and evaluating distinctive teaching approaches to engage and support them (AF & I). • Be able to manage behaviour effectively, fairly and consistently using a range of strategies both in the classroom and beyond. (I & LO) • Building and maintaining good relationships with pupils rooted in mutual respect and adhering to professional boundaries. • Demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils. (AF) | |
| Personal Qualities | <ul style="list-style-type: none"> • Commitment to promoting the ethos and values of the school and getting the best outcomes for all pupils • Commitment to acting with integrity, honesty, loyalty and fairness to safeguard the assets, financial probity and reputation of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Embraces change well • Deals with difficult situations effectively | |

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

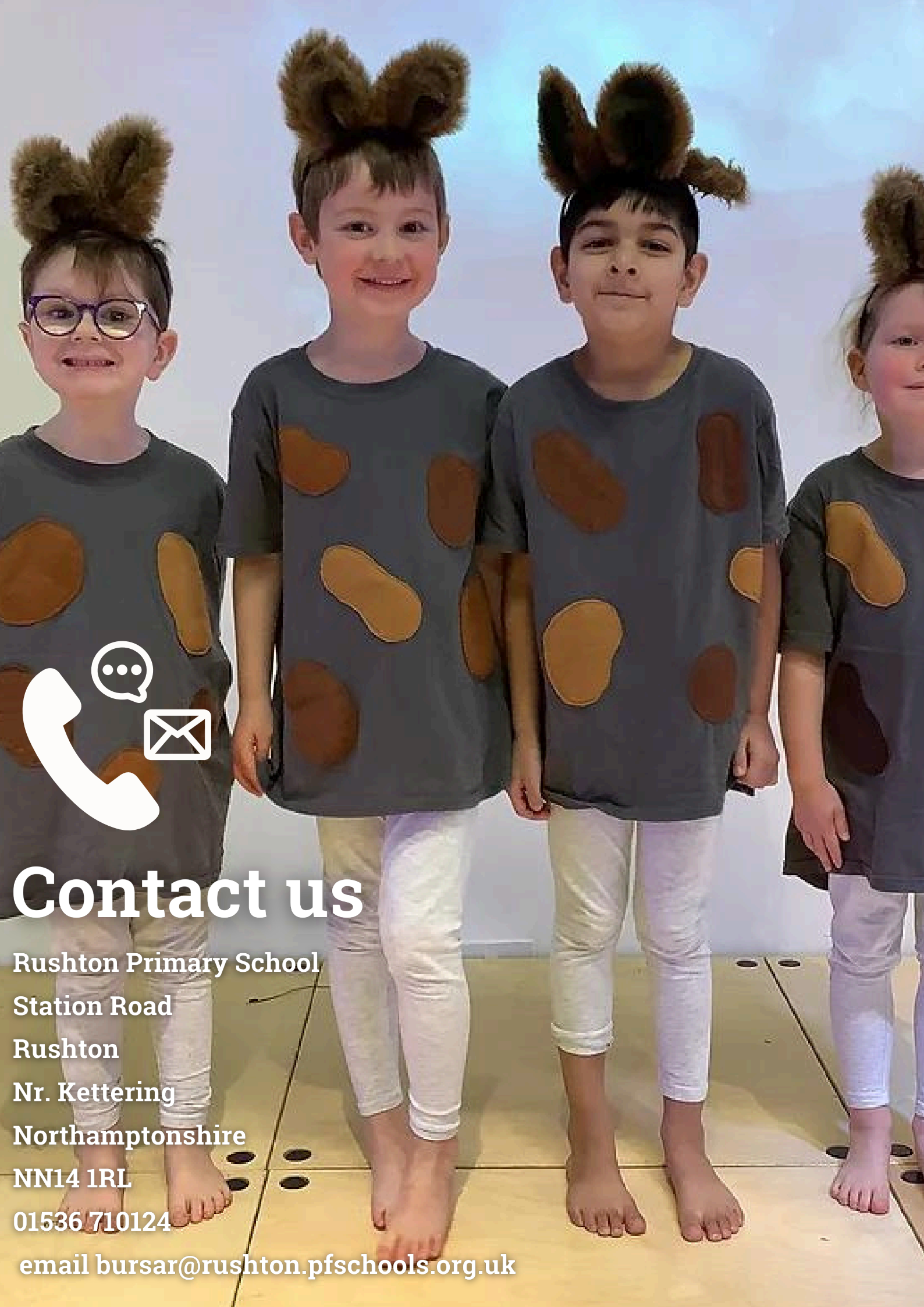
The job-holder will ensure that academy policies are reflected in all aspect of their work, in particular those relating to:

- 1. Equal Opportunities
- 2. Health and Safety
- 3. General Data Protection Regulations (2018)
- Data Protection Act (2018)
- 4. Safeguarding children and young people

Notes:

This job description may be amended at any time in consultation with the postholder.

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