



"Working together to achieve excellence"

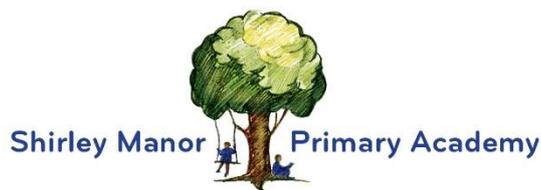
Class Teacher Job Applicant Pack



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"Working together to achieve excellence"

Methuen Oval, Wyke, Bradford, BD12 8SA Tel: 01274 679320 Fax: 01274 676710 Email: office@shirleymanor.co.uk

Headteacher Mrs H Lacey

Letter from the Headteacher

Dear Prospective Teacher,

I am really glad that our advert caught your attention and I am pleased to provide you with further information about a new and exciting opportunity at our school.

Our school is at the start of a very exciting journey and this is a really great time to join us! Having joined the Family of Learning Trust in December 2023, we are now looking to build on our successes (rated Good in 2019) and continue to develop our school in line with the Trust's '**Learning without Limits**' ethos.

We are situated in Wyke, which is on the outskirts of Bradford, bordering with Calderdale and Kirklees, and are very close to junction 26 of the M62 motorway. We are proud to be a nurturing and inclusive school, who brings together children from a wide range of economic, social and ethnic backgrounds; creating an exciting and diverse learning environment.

Staff at Shirley Manor Primary Academy work together and in conjunction with our colleagues across the Trust, as reflective practitioners; consistently thinking about how we can improve learning and outcomes for children. We are looking for an individual who can not only bring the best out in children academically but also prepare them for life in modern Britain.

We prioritise the induction, support and development of all staff. Within the Family of Learning Trust, we have a wealth of leadership and curriculum support. We also benefit from a HR Director and a Finance Director who work across all schools within the Trust.

To get a glimpse of what life is really like at Shirley Manor Primary Academy please visit our school website www.shirleymanor.co.uk for more information about us and the Family of Learning Trust <https://www.familyoflearningtrust.co.uk/fit/>.

If you feel excited about the opportunity to work with us and change children's lives, then we would welcome your application.

Good luck and best wishes,

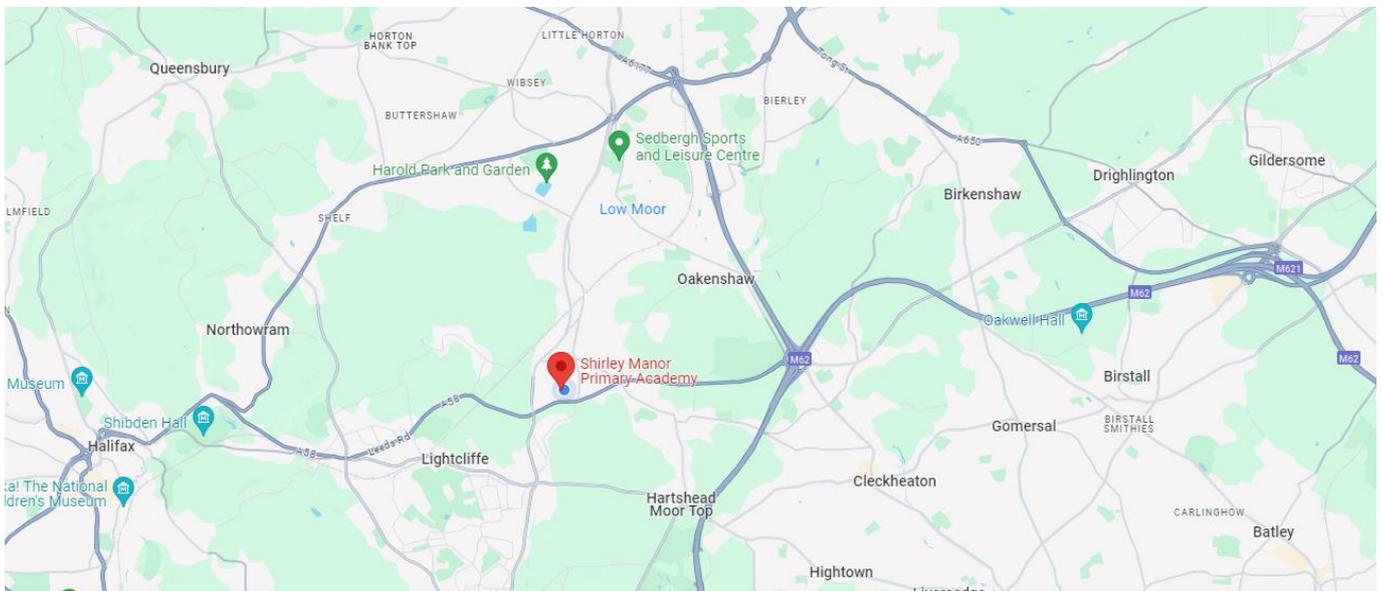
Mrs Heather Lacey
Headteacher

Key Facts

Type of School	Primary Academy
Age Range	3-11
Number of Children on Roll	196
% of children on the SEND register	21.9%
% EHCP	2%
% of children with English as an additional language	12.7%
% of children eligible for free school meals	55.6%

School Address & Location

Shirley Manor Primary Academy
Methuen Oval
Wyke
Bradford
West Yorkshire
BD12 8SA



Copy of the Advert

At Shirley Manor Primary Academy, our commitment to our pupils is that we will attract, retain and develop excellent staff. The personal welfare and professional development of staff is therefore imperative. We put our team at the heart of our vision and use their talents to achieve it. We are looking for equally committed staff to join our team. Could this be you?

We have the following post available:

Full-Time Class Teacher Starting September 2024

Salary: MPS/UPS (assessed in accordance with the Trust Pay Policy)

Contract Term: Fixed Term for 1 year to cover a Maternity

We are looking for a teacher who has the ability to motivate and inspire our pupils to achieve their best. We are committed to our trust vision of *'Learning Without Limits'* and are looking to appoint an exceptional classroom practitioner. Ideally, we would like someone who is able to take on a subject management role (non-core) and contribute to the wider school life. We welcome applications from experienced teachers, as well as ECTs with a strong track record and proven capacity for development and growth.

We are looking to appoint a creative and enthusiastic primary practitioner to teach in either KS1 or KS2 (please tell us your preferred key stage). We operate a creative curriculum with a commitment to raising standards for all pupils.

The successful candidate will be able to demonstrate the ability to work within our wider Trust team but most importantly be able to work independently and use their initiative. Candidates must have effective organisational skills and a willingness to contribute to school life.

There are significant opportunities for your professional development through the Family of Learning Trust Schools and we will support your professional journey.

You will be expected to:

- Be an outstanding classroom practitioner
- Work in a creative and inspirational way with high expectations and be committed to raising standards
- Be able to challenge, motivate and support pupils
- Have excellent communication skills and a commitment to working as part of a team
- Be committed to the principles of inclusion
- Have high expectations of behaviour
- Have the ability to analyse assessment data, monitor standards and plan actions for improvement
- Have a flexible and positive approach to challenge and change.

In return we will offer:

- A friendly, caring and inclusive school community where everyone is valued.
- Enthusiastic children who enjoy learning.
- Excellent teaching facilities which create a vibrant and imaginative learning environment.
- An experienced, supportive and successful team who love to work collaboratively.
- A plethora of opportunities to support you on your chosen career path

The benefit package includes:

- Membership of Teachers' Pension with employer contribution of 28.68%
- Excellent team support and resources to assist with planning and assessment
- Opportunities to work with other schools and groups of schools to share good practice

Visits to the school are warmly welcomed and encouraged. To arrange a visit please contact the School Business Manager, Tina Copley on 01274 679320 or email jobs@shirleymanor.co.uk.

When applying please state in your Personal Statement if your preference would be to teach in KS1, KS2 or either.

CLOSING DATE FOR APPLICATIONS: Friday 17th May 2024 at noon

SHORTLISTING AND INTERVIEWS: w/c 20th May 2024

Application forms can be found on the school website at:

<https://www.shirleymanor.co.uk/vacancies/>

Please note we do not accept CV's, only applications made on our application form will be considered for shortlisting

Shirley Manor Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff to share this commitment. Applicants to posts that are exempted from the Rehabilitation of Offenders Act will require a DBS (formerly CRB) from the Disclosure and Barring Service, the appropriate pre-employment checks that will include references from previous employers, confirmation of the right to work in the UK before the appointment is confirmed.



Pupil Voice



“I like being challenged in maths.”

“I enjoy having reading time with my teacher.”



“I like doing different sports in PE.”

“Our teachers are kind, fabulous and awesome!”

“The teachers always have a smile on their face.”

“Teachers give me the support I need.”



“I want my teacher to be funny
and have a good sense of humour”



“We like teachers lessons to be engaging”

Teacher - Job Description

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be considered when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

As a Primary school teacher, you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the whole school and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards across the curriculum.

You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time.

In addition, for Teachers paid on the Upper Pay Range (UPS), your achievements and contribution to an educational setting should be substantial and sustained.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

RESPONSIBILITIES:

TEACHING:

- To teach students according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the students.
- Identifying effective intervention and mentoring strategies for students.
- To mark and grade students work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc.
- Prepare pupils for internal and external assessments and examinations.
- To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties.

HEALTH, SAFETY AND DISCIPLINE:

- To ensure a safe, secure and healthy environment for students
- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

WHOLE SCHOOL ORGANISATION AND STRATEGY:

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits.
- To contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

MANAGEMENT OF STAFF AND RESOURCES:

- To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
- To supervise and support the work of classroom support and teaching assistants.
- To efficiently deploy such resources as are allocated/delegated to you.

PROFESSIONAL DEVELOPMENT:

- To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
- Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff.

- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

COMMUNICATION:

- To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events.

WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS:

- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Personnel Specification: Class Teacher (MPS)

Attributes	Essential	Desirable	How Identified
Qualifications	<ul style="list-style-type: none"> • Honours degree or equivalent in relevant subject. • Qualified Teacher Status (primary) • Relevant current teaching qualification. (Subject to confirmation if to be an ECT) 	<ul style="list-style-type: none"> • Evidence of further study and/or qualifications. • Recent INSET and commitment to further professional development. 	Application
Experience	<ul style="list-style-type: none"> • Proven record of success as a primary school teacher. • An understanding and demonstration of barriers to learning and how those may be overcome. • Experience of managing children's performance and intervention strategies to raise performance. • Experience of safeguarding and inclusion, especially children identified as having SEN, more able. • Proven evidence of having previously spoken fluently to customers at an Advanced Threshold Level. • Experience of effective behaviour management. 	<ul style="list-style-type: none"> • Teaching across the whole Primary age range. • Positive interactions with parents and building a partnership to support children's learning. • Managing additional adults in the classroom. 	Application Interview
Knowledge and understanding	<ul style="list-style-type: none"> • Excellent literacy, numeracy and IT skills. • The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) 	<ul style="list-style-type: none"> • A particular curriculum strength appropriate to the school needs at the time • Up to date knowledge and understanding of current educational issues 	Application Interview

	<ul style="list-style-type: none"> • Improvement strategies for children's attainment; • A working knowledge of AFL and target setting; • The statutory requirements of legislation concerning Safeguarding, Equal Opportunities, Health & Safety, SEN and Child Protection; • Ability to communicate effectively with a range of internal and external stakeholders. • Effective teaching and learning styles 	<ul style="list-style-type: none"> • Knowledge of the curriculum across the whole primary age range 	
Skills	<p>The ability to:</p> <ul style="list-style-type: none"> • Promote the school's aims positively, and use effective strategies to monitor motivation and morale • Develop good personal relationships within a team • Establish and develop close relationships with parents, governors and the community; • Communicate effectively (both orally and in writing) to a variety of audiences; • Create a happy, challenging and effective learning environment. 	<ul style="list-style-type: none"> • Develop strategies for creating community links. 	<p>Application Interview References</p>
Personal characteristics	<ul style="list-style-type: none"> • Approachable • Committed • Empathetic • Enthusiastic • Organised • Patient 		<p>Interview References</p>

	<ul style="list-style-type: none"> • Resourceful • Self-confident • Punctual 		
Disposition, Adjustment, Attitudes	<ul style="list-style-type: none"> • A commitment to cooperative and collaborative working practices; • An energetic and enthusiastic outlook; • Conscientious and able to use own initiative 		Application Interview References

Equal Rights

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religious, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Job Sharing

Job Share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Application Guidance

Please read these Guidance Notes carefully before completing the application form. The application form is the first step in the recruitment process, which may lead to an interview and the possible offer of a job. It is therefore important that you complete the application form as fully as you can. We do not accept CV's and therefore the information that you supply on the application form is the only information that we consider when deciding whether you should be shortlisted.

General Information

- Please read the job description, person specification, advertisement and any other papers carefully, before filling in the form, and use this information to make your application relevant to the post.
- Please use **black ink** or type your application form – this helps when the applications are photocopied.
- **Do not send a CV with your application** – we believe that asking all applicants to complete an application form ensures fairness and consistency in our recruitment process.
- Do not submit the same application form for more than one job. Tailor each application to fulfil the requirements for a particular job. Please endeavour to keep your application form neat and tidy – the application form provides our first impression of you!
- The selection criteria used for shortlisting are the skills, abilities, knowledge and experience required to do a specific job. No assumptions will be made about these criteria. It is therefore vital that you tell us how you meet the selection criteria.

Please return the application form by the closing date advertised.

The Application Form

- ✓ **Personal Details** – In accordance with the Data Protection Act and GDPR, the information you provide on the application form will be used solely for the purpose of the recruitment procedure and will not be used or passed on to any third party for any other reason. We prefer to make contact through email, therefore make sure your personal e-mail address is provided clearly and check your inbox regularly after the closing date (and your spam!)
- ✓ **References** – In order to speed up the process of appointment we will make a request for references before we interview you, unless you specify otherwise.
- ✓ **Recruitment Monitoring** – The Family of Learning Trust operates a policy of equal opportunity and fair treatment for employment and development. To assist in monitoring the effectiveness of this policy, and for this reason only, applicants are asked to give details of their ethnic origin, sex and any disability. The information you provide is used solely for monitoring purposes. It will be treated as confidential and will be detached from your application form on receipt. The information will not be seen by those who decide on the list of applicants to be invited to interview.
- ✓ **Education, Qualifications & Training** – Please include all your education, qualifications & training, both informal and formal. You may be asked to produce certificates confirming qualifications at a later stage.
- ✓ **Present/Recent Employment** – Starting with your present employer, please complete this section in date order, beginning with your most recent job and listing all work undertaken, paid and voluntary, since leaving school. Please account for any breaks/gaps in employment history since leaving full time education. Please continue this section on a separate sheet if necessary.
- ✓ **Skills, Abilities, Knowledge & Experience** – This section is the most vital part of the form. You may be one of many people applying for a job, so your application needs to stand out by showing your suitability against the person specification. You should provide **examples** of how you meet the skills, abilities, knowledge and experience identified, these can be non-work based if necessary.



The Family of Learning Trust Vision 'Learning Without Limits'

The Principles of our MAT

- A commitment to a culture of lifelong learning for all hence our ethos is 'Learning Without Limits.'
- Relentless pursuit of excellence in all aspects of school life.
- A bespoke curriculum, tailored made to meet the needs of our children with strong links to the community and the outdoors.
- Strong pastoral care for all children. Rigorous and Robust systems for monitoring important areas of school life
- Successful partnerships with parents, families and the local community

Our behaviours

These are our expectations for our staff:

- I am honest
- I am respectful
- I am positive
- I am supportive
- I communicate
- I am flexible

Shirley Manor is a friendly caring school with high expectations for all our pupils. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. Our curriculum is rich and inspiring and offers pupils a broad range of experiences and opportunities. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued. Interwoven throughout our curriculum are key 'characteristics of learning' which we hope to instil in our pupils. We encourage children to take risks and teach them that it is ok to fail.