

***April 2025***

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**Welcome**

**Dear Candidate,**

Thank you for your interest in joining our school during this exciting time for Springhead.

We became part of the Children First Learning Partnership in October 2023 and will welcome a new headteacher in September 2025. With this in mind, we are seeking to appoint an inspirational and effective class teacher to join our team at the beginning of the 2025-26 academic year.

Our ideal candidate will enrich our pupils' lives and enhance the excellent educational experience our school currently offers. They will be a passionate teacher committed to providing transformative opportunities and inspiring experiences that challenge thinking. With a proven track record of delivering high-quality teaching and alignment with our school’s values, they will foster academic excellence and personal growth, bringing our motto to life: ‘Working Together to Achieve Our Best’.

**Applications from both experienced and Early Career Teachers (ECTs) are welcome, however experience of teaching in upper key stage two would be advantageous.**

**About Our School**  
Springhead Primary School is a single-form entry school in Talke Pits for children aged 3 to 11. Built in the 1960s and extended in 2010, our extensive grounds are accessible, well-resourced, and offer views across the Staffordshire and Cheshire countryside.

We believe primary school memories should be among the best a child makes and it is our challenge to maximise each child’s potential during this crucial time. We want all children to enjoy their time at Springhead and leave as confident young people with a love for learning.

Our school is a safe, caring community where we work together for children to achieve their best. We provide quality learning experiences both within and beyond the subjects of the National Curriculum to help children develop their strengths and improve their weaknesses. Children learn best when practically involved in their learning, using creativity and imagination in all subjects. Successfully educating a child is therefore a partnership between parents and school. We value good behaviour and aim for children to leave as responsible young people who consider the impact of their actions on others.

Springhead Primary was rated Good in all areas in an Ofsted inspection in June 2023.

***“Springhead School is an exciting place in which to learn. Leaders plan a range of rich opportunities, which pupils enjoy.” (Ofsted, 2023)***

**Our Vision**

* For all children to be aspirational and work hard to achieve their potential.
* To equip children with skills to become active, caring community members with a lifelong interest in learning.
* For all children to have a happy and fulfilling primary education experience at Springhead.

**Our Aims**

* Provide a broad and ambitious curriculum delivered in engaging ways, considering each child's individual interests and needs.
* Nurture confident, independent learners who reflect on their progress and set future learning goals with support from teachers and parents.
* Promote moral values such as honesty, politeness, and self-discipline, encouraging respect for others.
* Develop children’s life and social skills to become compassionate and considerate members of society who communicate effectively.
* Strengthen partnerships between the school, parents, and the community for the benefit of children and families.
* Provide a stimulating, safe, and well-organised learning environment where all members are valued and work collaboratively towards achieving the school’s vision.

We have also been a Creative Partnership Change school and are currently a Royal Shakespeare Company Lead Associate School. Both of these partnerships enable us to explore the way we teach with the aim of maximising the impact we make on children’s learning.

**Curriculum Drivers**

* **Basic Skills**: Foundational skills are essential for effective learning. Children must decode text for reading, possess basic number skills for problem-solving, and have physical coordination for activities. Clearly defining and teaching these skills across the curriculum is vital.
* **Creative Minds**: The curriculum fosters creative thinking and problem-solving, essential for developing independent learners. Key features include applying learned skills, encouraging independent thinking, evaluating, and building resilience.
* **People Skills**: Children should develop self-awareness, including self-control and confidence. They must learn to respect differing beliefs and values, fostering empathy through various activities.

Thank you for your interest in joining our school. For more information, please visit our website: <https://www.springhead.staffs.sch.uk/>

**Job Description**

|  |  |
| --- | --- |
| **Details of Post:** | Class Teacher *(Full Time, Permanent)* |
| **Salary:** | Teachers’ Main Pay Scale *(School Teachers’ Pay and Conditions)* |
| **Reporting To:** | Headteacher |
| **Start Date:** | 1st September 2025 |
| **Location:** | Springhead Primary School |

**Job Purpose**

* Take responsibility and accountability for the learning and achievement of all pupils that you teach, ensuring equality of opportunity for all.
* Achieve the highest possible standards in work and conduct.
* Treat pupils with dignity, building respectful relationships and maintaining professional boundaries.
* Collaborate effectively with parents/carers, governors, staff, and external agencies in the best interests of pupils.
* Act within statutory frameworks outlining professional duties and responsibilities, in line with the School Teachers’ Pay and Conditions Document and Teachers’ Standards.
* Promote and safeguard the welfare of children and young people within the school.

**Main Duties and Responsibilities**

All teachers must carry out the duties outlined in the School Teachers’ Pay and Conditions Document and adhere to the Teachers’ Standards. Performance will be assessed against these standards during the appraisal process.

**Teaching**

* Deliver the curriculum relevant to the age and ability of pupils.
* Prepare and develop teaching materials, programmes, and pastoral arrangements.
* Be accountable for the attainment and progress of pupils taught.
* Plan teaching based on pupils’ capabilities and prior knowledge, demonstrating understanding of how they learn.
* Address the needs of all pupils, including but not limited to those with SEND, EAL, high prior attainment, or in receipt of the Pupil Premium, using effective teaching approaches.
* Promote high standards of communication in written and spoken English.
* Implement strategies for developing early reading skills, e.g., systematic synthetic phonics.
* Provide challenging learning experiences for all pupils, monitoring progress and attainment.
* Use assessment to secure pupils’ progress and provide regular feedback to encourage reflection on and responsibility for their work.
* Use data to monitor progress, set targets, and plan lessons.
* Set home-learning tasks and lead out-of-class activities to extend pupils’ knowledge.
* Participate in assessment arrangements per the School Teachers’ Pay and Conditions Document.

**Subject Leadership**

* Create a relevant annual action plan relevant to a given subject area(s).
* Ensure curriculum intent, implementation, and impact align with school expectations.
* Organise meetings with colleagues.
* Manage and account for any budget allocated to a given subject area(s).
* Evaluate and monitor resource use.
* Collate and consider pupil voice in relation to a given subject area(s).
* Monitor standards in the subject area(s).

**Behaviour and Safety**

* Establish a safe and stimulating environment, rooted in mutual respect, with a framework for discipline using consistent strategies.
* Manage classes effectively, inspiring and motivating pupils.
* Maintain good relationships with pupils, exercising authority appropriately.
* Be a positive role model, demonstrating expected attitudes and behaviour.
* Promote self-control and independence, maintaining high behaviour expectations.
* Carry out duties as directed within the School Teachers’ Pay and Conditions Document.
* Safeguard the welfare of children, raising concerns as per school policy.

**Support for Pupils**

* Support pupils’ learning in accordance with school policies.
* Work as part of a team to evaluate and develop pupils’ learning needs.
* Uphold the school’s Behaviour Policy through effective classroom management.
* Encourage creativity, initiative, and responsibility among pupils.
* Be familiar with the SEND Code of Practice and support pupils with SEND appropriately.
* Promote pupils’ wellbeing and safety in line with safeguarding procedures.

**Monitoring and Reporting**

* Commit to target setting and monitoring systems for pupil progress.
* Assess and record pupils’ academic progress, using results to inform planning.
* Monitor classwork and home-learning, providing feedback and setting targets.
* Deliver national assessments in line with relevant frameworks.
* Report on individual pupils’ progress to the leadership team and parents as required.

**Team Working and Collaboration**

* Participate in relevant meetings and professional development opportunities.
* Collaborate with colleagues, sharing effective practice.
* Contribute to the professional development of other teachers and support staff.
* Ensure colleagues are involved in supporting learning and understand their roles.
* Engage in the review and management of curriculum and pastoral functions.

**Fulfil Wider Professional Responsibilities**

* Develop effective professional relationships through collaboration.
* Deploy support staff effectively.
* Communicate with parents/carers regarding pupils’ achievements and well-being.
* Cooperate with relevant external bodies.
* Contribute to the school’s ethos by supporting events and extra-curricular activities.
* Promote the school’s values through active participation in school life.

**Administration**

* Register attendance and supervise learners during the school day.
* Carry out administrative tasks as per the School Teachers’ Pay and Conditions Document.

**Professional Development**

* Review the effectiveness of teaching and assessment procedures, refining approaches based on feedback.
* Improve teaching through participation in training and development opportunities.
* Engage with arrangements made in accordance with the performance management policy.

**Other**

* Maintain professional regard for the school’s ethos, policies, and practises, ensuring high attendance and punctuality.
* Perform reasonable duties as requested by the headteacher.

This description retains the essential functions and responsibilities while being more concise. Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken and may be amended in consultation with the post holder.

**Person Specification**

|  |  |  |
| --- | --- | --- |
| **Area** | **Essential** | **Desirable** |
| **Qualifications** | | |
| Qualified Teacher Status | ✔ |  |
| Grade C (4) or above in maths and English at GCSE | ✔ |  |
| Safeguarding Training at Level 1 |  | ✔ |
| **Knowledge and Experience** | | |
| Experience of working with children of a relevant age within a learning environment | ✔ |  |
| Secure understanding of the primary curriculum | ✔ |  |
| Experience of effective teaching in upper key stage 2 |  | ✔ |
| Understanding of classroom roles and responsibilities | ✔ |  |
| Experience working with pupils with special educational needs and disabilities (SEND) | ✔ |  |
| Knowledge and understanding of working within school policies and procedures | ✔ |  |
| **Skills and Competencies** | | |
| Ability to communicate clearly | ✔ |  |
| Ability to work as part of a team | ✔ |  |
| Ability to relate well to children and have strong behaviour management skills | ✔ |  |
| Ability to use technology to enhance teaching and learning | ✔ |  |
| Excellent organisational skills | ✔ |  |
| **Personal Qualities and Attributes** | | |
| Committed to achieving excellence | ✔ |  |
| A track record of good attendance and punctuality | ✔ |  |
| Enthusiastic and positive | ✔ |  |
| Committed to maintaining confidentiality | ✔ |  |
| Reflective practitioner that is willing to participate in training and development opportunities | ✔ |  |
| Committed to the school’s and the Trust’s commitment to the protection and safeguarding of children | ✔ |  |

**Safeguarding, Safer Recruitment and Data Protection**

**Safeguarding**

At the Children First Learning Partnership, we recognise that those working in schools are uniquely positioned in their care of children. The responsibility of all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002), is central to our ethos, policies, and actions. All children deserve the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances. We are committed to applying our policies to ensure effective safeguarding and care for all pupils.

**Safer Recruitment**

We aim to recruit the best applicants based on their abilities, qualifications, and experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted professionally, timely, and in compliance with current employment legislation, relevant safeguarding legislation, and statutory guidance.

**References**

References will be requested with your consent at the selection stage directly from the referee.

**Interviews**

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process will include exploring the candidate’s understanding of child safeguarding issues.

**Pre-Employment Checks**

* An enhanced DBS check is required for all successful applicants.
* It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

**Data Protection**

All information is stored securely, and any information from unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process, please refer to our Privacy Notice.

**Children First Learning Partnership**

Springhead Primary School is proud to be part of the Children First Learning Partnership.

**Our Trust Vision:**

The Children First Learning Partnership is a community of schools in which our children come first; we are proud of each and every one of them and want them to thrive, flourish and achieve their full potential within a supportive and caring environment.

Our vision is to be one of the highest performing and constantly improving Trusts in the country with capacity and capability to support others for the benefit of all children

**Our Trust Values**



**We will achieve this:**

* through excellent teaching that challenges and inspires and through providing enrichment opportunities that support each child’s development.
* by building a strong and collegiate identity for our Trust whilst recognising that each school within the Children First Learning Partnership has its own unique characteristics.
* through collaboration and joint working, we will develop a culture in which we trust each other to ensure that all our schools share in, and benefit from, each other’s strengths.
* by recruiting, retaining and developing the highest quality staff who nurture and inspire in order to deliver the best educational outcomes – and be the employer of choice.
* ensuring leadership development is focused on empowerment, accountability and improvement at every level
* by working in partnership with other schools, MAT’s and agencies to ensure that each school is at the heart of its community;
* by ensuring Members and Directors are accountable for the educational outcomes of every child in every school in the Trust, and the overall combined success of the MAT, including its financial viability, sustainability and integrity as we develop and grow.
* by ensuring that our Trust’s sense of responsibility and accountability for every child’s success permeates through all our schools, every Local Advisory Board (LAB) and every member of staff.

**Application and Selection Process**

**Visits to our school**

Candidates are encouraged to visit our school at any one of the following times:

* Thursday 10th April at 4.30pm
* Friday 11th April at 11.00am
* Tuesday 29th April at 2.00pm
* Tuesday 29th April at 4.30pm

If you would like to book onto one of these sessions, please email l.hulstone@cflptrust.co.uk or call 01782 973845.

*Please note that our school office is closed between Monday 14th April and Friday 25th April for the Easter holiday.*

**How to apply**

Candidates must submit the following for the attention of ‘The Headteacher’, Springhead Primary School:

1. **ONE PAGE** letter of application
2. Completed application form

Completed letters of application and application forms should be emailed to l.hulstone@cflptrust.co.uk

The following is an anticipated timeline of our proposed recruitment process:

|  |  |
| --- | --- |
| **Activity** | **Timeline** |
| Deadline for Applications | Friday 2nd May at 9.00am |
| Shortlisting\* | Friday 2nd May |
| Interview | Tuesday 6th May |

*\*Shortlisted candidates will be notified during the afternoon of Friday 2nd May*

*Any offers made will be subject to a full DBS check, fitness to work and suitable references.*