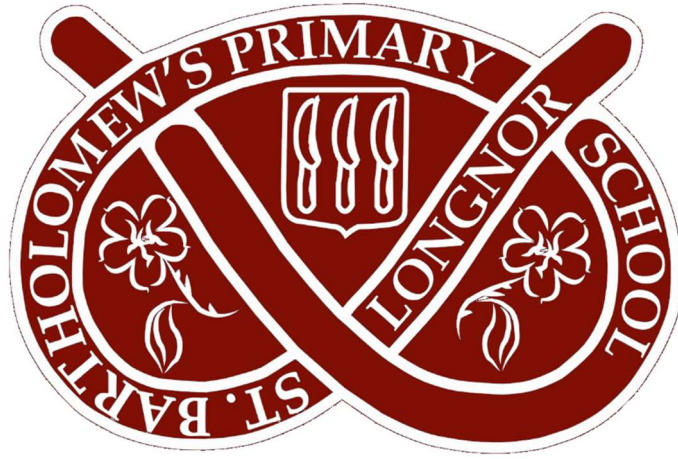




**Application Pack
Class Teacher
Full-Time, Permanent
For January 2024**

Thank you for expressing an interest in the permanent full time teaching post at St Bartholomew's CE VC Primary School. Our school is situated in the small village of Longnor, a delightful setting. Our school is a warm, friendly Church school with committed staff, children and parents. The Governors of our school are seeking to appoint a dynamic, creative, innovative and committed full-time class teacher.

In this pack you will find a job description and person specification with more details about the role.

We can offer:

- Wonderful children who love to learn, are well behaved and a pleasure to work alongside,
- Supportive colleagues, parents and Governors who really care about our school,
- An inclusive, supportive and caring environment,
- A role in the drive and direction of the whole school improvement process,
- A committed and focused team of highly skilled professionals.

If you are interested in joining our team and would be committed to support our vision and values, we would invite you to apply for this post. Please note to be considered for this post you must fully complete the application form and return it together with your letter of application and the recruitment monitoring form.

St Bartholomew's is a happy, caring school where everyone is valued, and you would really enjoy working with our friendly, dedicated team.

Good luck with your application.

Yours sincerely,



Miss Priestman
St Bartholomew's Primary School

Permanent Full-time position: Class Teacher

Salary: Main Pay Scale (M1 – M6)

Required for January 2024 (or as soon as possible thereafter)

About The Role

We are seeking to appoint a highly motivated and inspiring class teacher with enthusiasm and creativity to join our school family. We are looking for a new or experienced teacher who will help us to nurture all those who learn and work in our school, through living our values, to inspire our children to be the best they can be and to make a positive contribution to the community.

We are looking for someone who:

- is committed to the Christian ethos and values of our school,
- is an effective classroom practitioner,
- maintains and develops very good progress and high expectations,
- has high expectations of behaviour and positive behaviour management skills,
- has excellent organisational, interpersonal and communication skills,
- has a considerate nature and sense of humour,
- is capable and committed to working as part of a team,
- is an inclusive practitioner who firmly believe that every child matters,
- has excellent ICT skills,
- is committed to being involved in the full life of the school and community.

We are looking for a teacher who could lead, or work towards leading, an area of the school curriculum or other area of responsibility. Applications from both experienced teachers and Early Career Teachers are welcome.

Visits to the school are welcome. If you would like to arrange a visit or have a discussion in confidence about the post, please contact Miss Keelie Mellor on 01298 83233 or by emailing office@st-bartholomews.staffs.sch.uk

Application packs are available on our website – www.st-bartholomews-longnor.org.uk

Recruitment Timetable

Applications close – 12 noon on Thursday 30th November 2023

Shortlisting – Friday 1st December 2023

Interviews – Thursday 7th December 2023

Staffordshire County Council is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced Disclosure and Barring Service Check with barred list and social media checks.

A copy of St Bartholomew's Safeguarding Policy can be found here

Staffordshire County Council is an equal opportunity employer.

Guidance Notes for Applicants

Please read all of the information in this pack before you complete the application form.

How to apply

The interview panel will be made up of skilled groups of professionals with experience in educational settings. Their role is to ensure that your experience with us is a valuable one and that you get the best opportunity to present your knowledge and skills.

Application forms must be completed in full and applicants should directly address the skills outlined in the person specification. Application forms are available in electronic format and should be returned electronically.

We will request references for shortlisted candidates within two days of drawing up the final list. To prevent delays, it is essential that you have informed your referees that we will contact them.

For more information about this position, to have an informal discussion about your application or to request an application form please email office@st-bartholomews.staffs.sch.uk
Completed application forms, equality and diversity forms and covering letters should be emailed to this mailbox.

Making an Application

- You must complete the application form to apply for this vacancy. You may send in a CV to support your application but you must still complete the application form in full. Proper completion of this form is an essential part of the selection process and CVs alone will not be considered.
- Each vacancy is based upon a job description and person specification. The job description lists the key responsibilities of the post and person specifications outline the skills, knowledge, experience, and qualifications etc, which are either essential or desirable. Remember, you will be selected for interview based entirely on the information you provide in your application form; read the job description and person specification carefully so that you know what the job involves, and match your skills, abilities and knowledge to it.
- The completed application form must show that you meet all the essential criteria. To make sure we treat all applicants fairly we do not make assumptions about you and we only look at what you tell us about yourself in the application form.
- Complete all parts of the application form (including the Equal Opportunities Monitoring Form) and ensure that the information that you supply is clear, precise and is aimed at the job you are applying for. Always ensure that any additional sheets are securely attached to your application form.
- Please make sure you return your application form by the closing date. No applications can be accepted once shortlisting for the vacancy has begun.
- After the closing date, shortlisting will start. If we haven't contacted you within 7 days of the closing date, you can assume that this time your application has been unsuccessful.
- Please keep free any interview date given, as it is not normally possible to re-arrange an interview.

We welcome applications from all sections of the community and are pleased to help meet any requirement arising as part of the recruitment process, for example from disability.

Guidance Notes on completing the Application Form

- Section titled Additional Information - When completing this section of the application form please make sure that you describe fully here and how your experience, skills and abilities meet those described in the job description and person specification.
- Sections titled Rehabilitation of Offenders Act, Immigration and Asylum Act and the Recruitment Monitoring Form - Guidance on completing these sections and the recruitment monitoring form is provided in this pack.
- Previous Employment / Education History - Please ensure all gaps in employment and education history are fully explained on your application form. We may wish to verify this information during the recruitment process.

- Certain jobs, typically those involving substantial access to children or vulnerable adults, require disclosure of all criminal convictions or cautions whatever their nature and whenever they occurred. For these jobs there is an independent check before an appointment is confirmed. It is important that you volunteer such information at the outset. Whether a job is of this type will be clear from the further particulars.
- References - In certain circumstances it may be necessary for us to contact more than 2 references. This might include contacting previous employers or to verify gaps in employment. In this situation you will be asked to provide contact information to enable us to take up these additional references.
- Date of Birth Information - Individuals employed within Residential establishments must meet the minimum age requirements set out by the Department of Health.

Equal Opportunities

We recognise the importance of promoting equality of opportunity across all service provision as well as in the employment of our staff. We aim to promote equality of opportunity for all with the right mix of talent, skills and potential and we welcome applications from diverse candidates.

Our Equality and Diversity Policy supports our commitment to promoting inclusion and the provision of high quality, accessible services that meet the needs of our diverse community, and we will work towards ensuring that our staff reflects the diversity of the community.

We will develop a culture where employees are treated as individuals, and where differences are welcomed and embraced. We believe that equality is the responsibility of all employees and every employee can influence how equality is achieved within the Trust. To deliver this we will create an awareness and understanding of equality by ensuring that training and development is an integral part of every employee's individual personal development.

UK GDPR/ Data Protection

The Data Protection Act 2018 and General Data Protection Regulations (UK GDPR) places responsibilities on us to process personal data that we hold in a fair and proper way. They regulate the use of personal data, including any data you supply on this application form.

The information you give us will be kept confidential and will only be used for the purpose of personnel management. The Trust may contact other organisations (such as the Disclosure Barring Service, DfE, previous employer(s), education establishments, etc) to check the factual information you have given on the application form. The information will be stored securely, both manually and electronically and destroyed after 12 months (maximum) if your application is unsuccessful.

If we offer you a job we will use some of the information you give us on the application form in your contract of employment. The information you give on the recruitment monitoring form will only be used to monitor the application of our equality and diversity policy and the effectiveness of our recruitment and advertising strategies.

Shortlisted Candidates

References will be sought on all shortlisted candidates and where possible will be obtained before interview so that any issues of concern they raise can be explored further with the referee, and discussed with the candidate at interview. Where it is not possible to obtain references prior to interview because of delay on the part of the referee a reference will be received and scrutinised prior to confirmation of appointment.

In all instances where an applicant currently works in a school or educational setting, a reference will always be sought from the Headteacher/Principal of that establishment. If a candidate for a position is not currently employed in a school, but has been in their past, we will check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving. A minimum of two references will be received and scrutinised – one to be from the current or most recent employer.

Candidates attending interviews will always be required to;

- Explain any gaps in employment
- Explain any anomalies or discrepancies in the information available to the selection panel
- Declare any information that is likely to appear on a DBS disclosure
- Demonstrate their attitudes, motives and values for working with children and young people, and their capacity to safeguard and protect the welfare of children and young people
- Complete a criminal records self-disclosure.

Successful Candidates

An offer of appointment to a successful candidate, including one who has lived or worked abroad, is conditional upon satisfactory completion of the following pre-employment checks. The appointment will:

- Verify a candidate's identity, following the [DBS identity checking guidelines](#)
- Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Verify the candidate's mental and physical fitness to carry out their work responsibilities – PEAQ or Assessment of Fitness to Work
- Conduct other checks related to the requirements of the role e.g. driving licence or valid insurance
- Verify the person's right to work in the UK or if a person has lived, or worked outside the UK make any further appropriate checks
- Conduct online searches in line with KCSIE

Please note that all offers of employment will be subject to the completion of the school's pre-employment screening process. The position applied for is subject to appropriate vetting procedures including a criminal records check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions if you are shortlisted.

The Immigration and Asylum Act 2006

We must take copies of evidence that you are able to legally work within the UK; the following list details the acceptable documents/ combinations of documents which we must see and copy:

Single documents (that we only need to see/copy once):

- A United Kingdom Passport
- A Passport/National Identity Card from a country in the EEA Agreement stating that the holder is a national of that country
- A United Kingdom residence permit, registration certificate or document certifying or indicating permanent residence issued by the Home Office/ UK Border Agency to an EEA national.
- A permanent residence card issued by the Home Office, UK Border Agency to the family member of a national of an EEA country or Switzerland.
- A Biometric Immigration Document (ID card) issued by the UK Border Agency to the holder which indicates that the person named in it is allowed to stay indefinitely in the United Kingdom, or has no time limit on their stay in the UK.
- A Passport or other travel document stating the holder is 'exempt from immigration control', is allowed to stay indefinitely/has right of abode in the UK or has no time limit on their stay in the UK.

Combinations of documents (that we only need to see/copy once):

- An official document giving the person's permanent National Insurance Number and their name issued by a government agency or a previous employer in combination with one of the following documents
- An immigration status document issued by Home Office/ Border Agency to the holder with an endorsement indicating that the person named has no time limit on their stay in the UK
- A full birth OR adoption certificate issued in the United Kingdom/ the Channel Islands, Isle of Man or Ireland
- A certificate of registration or naturalisation as British citizen
- A letter from the Home Office/ Border Agency confirming the individual can undertake the specific work in the UK

Documents that we need to see/copy every 12 months:

- A Passport or other travel document showing the individual can enter the UK and is allowed to do the type of work in question, provided it doesn't require a work permit
- An ID Card issued by the UK Border Agency to the holder which indicates that the person named in it is allowed to stay in the United Kingdom, and is allowed to do the work in question
- A work permit or other approval to take employment issued by the Home Office or the UK Border Agency IN COMBINATION WITH a passport or another travel document/letter endorsed to show the holder can stay in the UK and is allowed to do the work in question
- A Certificate of Application issued by the Home Office or the Border Agency to or for a family member of a national of an EEA/ Switzerland stating that the holder is permitted to take employment which is less than 6 months old IN COMBINATION WITH evidence of verification by the UK Border Agency Employer Checking Service
- A Certificate of Application issued by the Home Office or the Border Agency to or for a family member of a national of an EEA/ Switzerland stating that the holder is permitted to take employment, which is less than 6 months old
- An Application Registration Card issued by the Home Office or UK Border Agency stating that the holder is permitted to take employment IN COMBINATION WITH evidence of verification by the UK Border Agency Employer Checking Service
- An Immigration Status Document issued by the Home Office/Border Agency to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, and is allowed to do the type of work in question IN COMBINATION WITH A document issued by a previous employer or Government agency which contains the National Insurance number of the holder
- A letter issued by the Home Office or the UK Border Agency to the holder or the employer or prospective employer, which indicates that the person named in it can stay in the UK and is allowed to do the work in question IN COMBINATION WITH a document issued by a previous employer/Government agency which contains the NI number and name of the holder.

The Rehabilitation of Offenders Act 1974

What is the Rehabilitation of Offenders Act?

The Rehabilitation of Offenders Act was introduced to make sure that you are not discriminated against when applying for jobs, if you have been convicted of a criminal offence and you have not reoffended for a period of time since the date of your conviction.

The Act allows certain types of convictions to be treated as "spent" after a certain (variable) period of time. You are no longer legally required to disclose to us convictions that have become "spent", unless the post you are applying for is exempted. In the case of more serious crimes, such as where the sentence is more than 30 months imprisonment, the conviction can never become "spent" and must always be considered.

Exceptions Orders exist to protect vulnerable client groups such as children, young people, the elderly, sick or disabled. In such cases, we are legally entitled to ask you for details of all convictions, even if they are "spent" or "unspent" under the Rehabilitation of Offenders Act.

Cautions, reprimands and final warnings are not criminal convictions and are not covered by the Rehabilitation of Offenders Act. They become "spent" immediately and we may only consider them when appointing to exempted posts.

Having an "unspent" conviction will not necessarily bar you from employment. This will depend on the circumstances and background to your offence(s). However, as some of our positions meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment to one of these posts will be subject to a criminal record check from the Disclosure and Barring Service (DBS) before the appointment is confirmed. This will include details of cautions, reprimands or final warnings, as well as convictions.

For all other criminal convictions, you will only need to disclose any convictions that are not 'spent'. A conviction is regarded as spent if you have served a 'rehabilitation period'. These periods vary according to the sentence received as follows overleaf:

Sentence	Rehabilitation Periods	
	Age 18 or over when convicted	Under 18 when convicted
Prison and Young Offender Institution - sentence of 6 months or less	7 Years	3 Years
Prison and Young Offender Institution - sentence of 2½ years	10 Years	5 Years more than 6 months –
Fines, compensation order, probation (for people convicted on or after 3 Feb 1995), community order, action plan, curfew order, drug treatment, reparation order	5 Years	2 Years' service, combination
Borstal (Abolished 1983)	7 Years	7 Years
Detention Centres	3 Years	3 Years
Absolute Discharge	6 Months	6 Months
<u>Sentences for which the rehabilitation period varies</u>		
Probation order (for people convicted prior to 3 Feb 1995), conditional discharge, bind over, supervision order, care order	Until the order expires (minimum period of 1 year)	
Attendance centre orders	Length of the order plus 1 year	
Hospital Order	2 years after the order expires (with a Minimum of 5 years from the date of conviction)	
<u>Suspended Sentences</u>		
A suspended prison sentence is treated as one that has effect and the rehabilitation period is the same as for the full sentence.		
<u>Consecutive and Concurrent sentences</u>		
An offender may be sentenced at one time for several offences. If the court decides that imprisonment is the right penalty for more than one offence, it can order this to run concurrently or consecutively. If a person is sentenced to two terms of imprisonment of six months each, to run concurrently, the person will be subject to a rehabilitation period of 7 years. If they were ordered to run consecutively, they would be subject to a rehabilitation period of ten years.		
<u>Extension of Rehabilitation periods</u>		
Rehabilitation periods may be extended if a person receives further convictions while an original rehabilitation period is still running.		
If the second conviction is for a summary offence, i.e. an offence that can be tried only in a magistrates' court, then the first rehabilitation period is not affected and both rehabilitation periods will run their separate course. If, however, the second conviction is more serious and could be tried in crown court, then neither conviction will become spent until the longer rehabilitation period has expired.		
Where the original sentence resulted in a disqualification, prohibition or other penalty, the rehabilitation period will not be affected if the person is convicted of a further offence.		

Job Description

General Responsibilities

General professional duties in line with the School Teachers' Pay and Conditions Document, the postholder will carry out the professional duties of a teacher, including those duties particularly assigned by the Headteacher.

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.

1) Set high expectations which inspire, motivate and challenge pupils

- a) establish a safe and stimulating environment for pupils, rooted in mutual respect
- b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2) Promote good progress and outcomes by pupils

- a) be accountable for pupils' attainment, progress and outcomes
- b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- c) guide pupils to reflect on the progress they have made and their emerging needs
- d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- e) encourage pupils to take a responsible and conscientious attitude to their own work and study.

3) Demonstrate good subject and curriculum knowledge

- a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- d) demonstrate a clear understanding of systematic synthetic phonics
- e) demonstrate a clear understanding of appropriate teaching strategies.

4) Plan and teach well structured lessons

- a) impart knowledge and develop understanding through effective use of lesson time
- b) Identify clear teaching objectives, content and lesson structures and sequences appropriate to the subject matter and the pupils being taught to meet their learning needs.
- c) promote a love of learning and children's intellectual curiosity
- d) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- e) reflect systematically on the effectiveness of lessons and approaches to teaching
- f) 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

- a) know when and how to adapt appropriately, using approaches which enable pupils to be taught effectively
- b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- c) 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
- d) 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

- a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b) make use of formative and summative assessment to secure pupils' progress
- c) use relevant data to monitor progress, set targets, and plan subsequent lessons
- d) 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

- a) 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
- b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8) Fulfil wider professional responsibilities

- a) make a positive contribution to the wider life and ethos of the school
- b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c) deploy support staff effectively
- d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- e) communicate effectively with parents with regard to pupils' achievements and well-being.

9) Managing own performance and development

- a) Take responsibility for implementing school policies and practices including those dealing with bullying and racial harassment.
- b) Take responsibility for own professional development, setting objectives for improvement and taking action to keep up to date with research and developments in pedagogy and the subjects taught. Use the outcomes to improve teaching and pupils' learning.
- c) Understand own professional responsibilities in relation to school policies and practices.
- d) Set a good example to the pupils in their presentation and their personal conduct.
- e) Evaluate their own teaching critically and use this to improve their effectiveness.
- f) Demonstrate an active contribution to the policies and aspirations of the school.

10) Managing resources

- a) Select and make use of text resources, ICT and other learning resources which enable teaching objectives to be met.
- b) Use accommodation to create an effective and stimulating environment for teaching and learning to take place.
- c) Ensure that there is a safe working and learning environment in which risks are properly assessed.

Subject lead requirements

- To ensure statutory requirements of National Curriculum for your subject/area are met.
- To be responsible for the leadership and development of your subject/area
- To contribute to the overall review, and updating of, the School Improvement Plan.
- To demonstrate good practice in your subject(s), using a range of teaching and learning styles and to support all staff who teach or provide teaching support within the subject(s)
- To be aware of new initiatives in your subject(s) and to develop links with support and other outside agencies and to disseminate to colleagues accordingly.
- To maintain an up-to-date list of learning resources available
- To promote a love of your subject(s)

Person Specification

Factors	Essential	Desirable	Measured
QUALIFICATIONS • Qualified teacher Status • Excellent ICT skills	✓ ✓		AF AF
EXPERIENCE • Experience of teaching children in Key Stage 1 or Key Stage 2. • Experience of teaching children in mixed age groups	✓	✓	AF AF
SPECIAL KNOWLEDGE, SKILLS AND UNDERSTANDING • Committed to Christian ethos • Innovative in the use of ICT within the classroom • Ability to lead a subject/area across the whole school • Capable and committed to working as part of a team • Ability to provide relevant learning experiences for our SEN pupils • Practical understanding of effective teaching, learning and evaluation strategies to inform school improvement. • Knowledge of the KS1 or KS2 curriculum and how best to organise the assessment process	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓	AF / I AF / I AF / I AF / I AF / I / LO AF / I AF / I
PERSONAL QUALITIES • Has high expectations of themselves and the children • Committed to supporting the schools vision in maintaining and building on current high standards to create an outstanding school • Good organization and time management • An inclusive practitioner who believes every child matters • Sense of humour and considerate nature • Can inspire and lead others • Committed to being involved in the full life of the school and community • Ability to prioritise tasks, work under pressure, and always maintain high professional standards. • Interested in self development	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓	I I AF / I AF / I I I AF / I AF / I AF / I

AF - Application Form/Letter

I - Interview

LO - lesson observation