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**Candidate Pack**

**Teacher with English TLR**

**Easter 2025**

**Proud to be part of**



Dear Applicant,

Firstly, thank you for your interest in the post of Teacher with English TLR at Marlfields Primary School.

Our school is a very happy and warm place to learn and work and we are looking for a new, experienced head to support our senior leaders, staff and school community to provide an ambitious and visionary curriculum offer to every child we have the privilege of educating.

Our school is an improving school who will become a member of the Children First Learning Partnership in January 2025. This membership will provide our school with the additional capacity, expertise and support it requires whilst allowing us to remain as a school with our own unique identity and agreed autonomy. The successful applicant will be on the Executive Board of the MAT and will be responsible for ensuring the strategic plans for the school are implemented effectively. In return, you will be fully supported and professionally developed by an experienced CEO and highly professional centralised team of staff. Please visit [www.childrenfirstlp.org.uk](http://www.childrenfirstlp.org.uk) for further information about the Trust.

**The 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.

The vision of the CFLP 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

**The Trust Values:**



As a Local Advisory Board we are keen to appoint an experienced, inspirational leader who can build on the improvements the school has recently made to the English curriculum.

We ensure that our leaders are mentored, provided with a wide range of CPD opportunities and are supported to make the changes necessary for improvement.

It is imperative that you visit Marlfields Primary School to see our school for yourself and to know whether you could be the leader we are looking for. Please contact our School Business Manager, Mrs Hatton on 01260 633120 to arrange an appointment. We envisage the successful candidate will join Marlfields at the start of the Summer term, if not before (April 2025), therefore applications must be received by **12 noon on Wednesday 18th December 2024.**

Please take a look through the candidate pack, which includes the full job description and person specification, as well as further information about our school.

We look forward to meeting you soon

Yours faithfully,

Mr. G Provis

Chair of The Local Advisory Board

**School Vision-**

To promote a culture of high expectations, where students have a **passion** for their own education are encouraged and **determined** to aspire to their personal goals showing confidence, independence, **individuality** and resilience on their journey. Where the curriculum is fulfilling, **enjoyable** and challenging. Assisted by a fair, supportive and equal pastoral system where pupils well-being is paramount and secure and where lives are enhanced by opportunities, successes and rigorous emotional support culminating in**respect** for each others’ learning journey

*Working together to achieve our best*

**School Values**

At Marlfields Primary Academy we strive for excellence in all we do in school and in the wider community.

We provide a place where all can achieve their potential; develop their mind; be creative and cultivate their interests.

**School Structure ( 45 PAN)**

*Foundation Stage*

* Nursery
* Reception

*Key Stage One & Key Stage Two*

* Single classes

Current numbers of PP - 71 pupils

Current numbers of SEN - 7 pupils

**Important Information**

**Key Stakeholders**

**Ofsted**

The latest Ofsted results and report can be found here:

<https://reports.ofsted.gov.uk/provider/21/140895>

**Main purpose of the job:**

# Take specific responsibility and accountability for the day-to-day management and organisation of English provision throughout our school.

* Take specific responsibility and accountability for the provision of other areas of school provision (TBC)
* Be an excellent classroom practioner
* Have an impact on educational progress beyond your assigned pupils
* Line manage and appraise identified staff
* Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the Headteacher and Assistant Headteacher

**Duties and responsibilities:**

In addition carrying out the duties of a class teacher as outlined in the current *School Teachers’ Pay and Conditions Document*, the post holder receives a TLR2 for the leadership and management of English and other areas of school provision (TBC)

**Teaching:**

* Deliver the 2014 NC curriculum as relevant to the age and ability of KS 2 pupils.
* 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; able 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
* Demonstrate a clear understanding of appropriate teaching strategies for the development early reading skills e.g. systematic synthetic phonics and assessment for learning.
* 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 with regard to current 2014 NC guidance and expectation
* Make accurate and productive use of assessment to secure pupils’ progress
* Give pupils regular feedback, both orally and through accurate live marking which pupils understand, and ensure pupils 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 assessments within the remit of the *School Teachers’ Pay and Conditions* *Document*

**Leadership and management:**

* Support and implement the vision and ethos of the school
* Contribute to, implement and evaluate the success of School Development Plan relevant to the development of English provision and an area of the non-core curriculum.
* Ensure that the work of the staff team is inclusive and issues are addressed in curriculum and/or pastoral management
* Ensure policies and procedures are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments
* Ensure policies and procedures relating to the management of behavior are translated into practice by the team, records are analysed and you bring to the attention of the SLT any issues/patterns/trends which may need to be addressed by the SLT.
* Together with SLT, lead on the school self-evaluation process for English and an area of non-core provision including lesson observations, monitoring of school standards and bringing about improvement based upon a clear curriculum. Intent and implementation statement.
* Have overall responsibility and accountability for English and an area of non-core provision ensuring curriculum continuity, consistency, balance, match and progression
* Lead regular meetings relevant to English and one non-core subject area with appropriate colleagues disseminating the most up to date information, knowledge and teaching techniques.
* As appropriate contribute to the writing of self-evaluation and policy documents
* Promote cross curricular approaches to teaching and learning
* Be a proactive and effective member of the senior leadership team
* Be an effective role model for others in terms of teaching, behavior and classroom management.

**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
* Record all significant behaviour issues adhering to the school policy and procedures
* 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 policy and procedures

**Monitoring and assessment:**

* Together with the senior leadership team (SLT) of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across the school
* Monitor standards as relevant to a non-core subject area and English including reviewing long and medium term planning

**Manage resources:**

* Be responsible for the organisation, planning and evaluation of the school programs as relevant to English and one area of non-core provision
* Manage, monitor and accurately account for any budget for your area.
* Evaluate, organise and monitor the use of resources

**Staff development:**

* Act as a reviewer with the arrangements for the appraisal of all identified staff
* Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your areas of responsibility promoting a whole school approach
* Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
* Ensure your keep up to date with current developments in English and an area of non-core provision and disseminate information as appropriate

**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 by supporting events and running extracurricular activities

**Other:**

* Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the Headteacher and Assistant Head.

**Person Specification**

The following attributes are necessary in undertaking the role of Teacher and English Lead at Marlfields Primary School.

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| **Qualifications**   * Qualified Teacher Status * An enhanced DBS disclosure * Development and commitment to further professional development | \*  \*  \* |  |
| **Experience**   * Experience of successful teaching in both KS 1 and 2 * Proven ability to demonstrate outstanding teaching which enables children to make accelerated progress * Experience in leading one or more curriculum areas including identifying needs, planning, monitoring and evaluation of standards * Experience as a Key Stage leader and/or member of the Senior Leadership Team * Experience in data analysis and target setting * Experience in whole school improvement planning and leading whole school development * Working in partnership with parents * Providing extra curricular activity for children | \*  \*  \* | \*  \*  \*  \*  \* |
| **Knowledge and Understanding**   * Thorough understanding of the English curriculum including phonics, assessment and statutory the requirements in all key stages * Effective teaching and learning styles * Understanding of strategies to raise standards and achievement * The monitoring, assessment, recording and reporting of pupils’ progress * Awareness of equality issues/inclusion and a commitment to their implementation | \*  \*  \*  \*  \*  \* |  |
| **Skills**   * Promote the school’s aims positively and use effective strategies to monitor motivation and morale * Develop good personal relationships within a team * Communicate effectively (both orally and in writing) to a range of audiences * Excellent leadership potential and ability to inspire others * Establish and develop effective partnerships with children, staff, parents, governors and the community * Use ICT to enhance children’s learning * Use ICT as a tool for planning, developing the curriculum and communicating * Consistently teach lessons that are at least good or outstanding * Work co-operatively as a leader and member of a team and in different partnerships * Demonstrate excellent people skills – motivating, nurturing and challenging pupils and adults to achieve their best * Commit to taking an active part in school life including out of school activities | \*  \*  \*  \*  \*  \*  \*  \*  \*  \*  \* |  |
| **Professional Ethos and Commitment**   * High expectations for self and others * Commitment to promote home school partnerships * High expectations of pupil behaviour and strategies to meet the personalised learning and emotional needs of every child * Willingness to be involved in extra curricular activities * Awareness and willingness to be involved in partnerships that support school * Experience of innovation and creativity in the curriculum | \*  \*  \*  \*  \*  \* |  |
| **Attributes**   * Approachable with excellent interpersonal skills * Enthusiastic * Committed * Innovative * Flexible * Creative * Forward thinking * Well-organised * Sense of humour | \*  \*  \*  \*  \*  \*  \*  \*  \* |  |

**Application Process**

Candidates must submit the following for the attention of Mrs C Sleath, Headteacher.

1. **ONE PAGE** Letter of Application
2. Application Form

Deadline for application is **12 noon on Wednesday 18th December 2024.**

Email to sbm@marlfields.cheshire.sch.uk

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

|  |  |
| --- | --- |
| Activity | Timeline |
| Application deadline | 12 noon Wednesday 18th December 2024 |
| Shortlisting | Thursday 19th December 2024 |
| Pre Interview Activities | w/c 6th January 2025 |
| Interview | Wednesday 8th January 2025 |
| Appointment | Easter 2025 or before |

The selection process will include a combination of assessments and an interview panel.

It is envisaged that the decision on appointment will be made within 24 hours of the interview / assessment.

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