



APPLICATION PACK BROCHURE
Early Years / Key Stage 1 Teacher
Hackness Church of England Primary
School

NYES

**Resourcing
Solutions**



Hackness and Wykeham Church of England Schools' Federation

'Living, learning and growing in God's World'

Welcome from our Executive Headteacher

Welcome to Hackness and Wykeham Church of England Schools' Federation and our schools Hackness C of E School and Wykeham C of E School.

I am really proud to be the Headteacher of two delightful village schools that are unique and distinctive in their own right – but are very much one family.

The decision to federate Hackness and Wykeham has paid dividends, and allowed us to share resources, teaching, curriculum ideas and partnership working to benefit our children and the communities we serve.



Hackness is a small C of E Primary situated in the village of Hackness and in the North Yorkshire Moors. Wykeham School is situated in the village of Wykeham and only 6 miles outside Scarborough. Both schools have three mixed classes which makes our teaching and support staff roles in our childrens lives very special indeed.

Our very creative staff have a real love of teaching and we are looking for a future member of our team who can develop that sense of awe and wonder in children. The children at both schools are delightful, happy, confident and energetic. They are passionate about their learning, be it in the traditional classroom or through drama, music, dance and painting. We are looking for someone who can embrace these aspects of the curriculum as well as literacy and numeracy.

Teaching in a village school can of course be challenging at times particularly when you are teaching a mixed class. What you can expect to join is a teaching team that shares resources, planning and will support and encourage you at the times when you need it the most. Our teaching assistants and support staff play a huge part in our school – and will help you as you immerse yourself into being part of our school.

We are fortunate that we have two school environments that mix the traditional school village feel along with making sure we have a tailored curriculum that allows us to give our children the opportunities that they deserve.

We welcome visitors and hope that you will come and see for yourself what a happy place our federation is and what makes us the schools of choice in our local area.

I look forward to meeting you.

Janet Spittal (Executive Headteacher)

Our Vision and Federation Values

Learning, living and growing in God's world

Our Core Christian Values: Courage, Love, Respect, Friendship, Joy

Our Vision

"Two unique schools, one federation family."

A loving, nurturing community, where everyone learns, lives and grows together with Christian values inspiring all that we do.

Our Guiding Scripture

"I have come that they may have life, and have it to the full." John 10:10

Our Aims

Our children to have a love of learning and knowledge, to live as resilient, happy and caring members of the federation and its wider community who are equipped to play a positive role in our world.

Our families are encouraged to contribute to the growth of their children, working in partnership with our whole federation family.

Our staff are passionate, inspiring and nurturing professionals, invested fully in the growth of the federation, who place the whole child at the heart of all that they do.

Our leaders and Governors embody and promote our core values, supporting and challenging to achieve the best outcomes for our children. They understand and value continuing professional development of all members of the federation community.



Application Process

The closing date for all applications is **11:59pm Sunday 29th September**

Interviews will be held **week commencing Monday 8th October**

Please apply via NYC Jobs

Please contact us if you need an application form in a different format.

Unfortunately we do not accept CVs.

An email will be sent to candidates with details of the shortlisting outcome.

Queries & Visits

Visits are warmly welcomed. Please contact Chloe to book a visit on 01609 536 964 or via chloe.bullen@northyorks.gov.uk

Chloe has been engaged to support us with recruiting to this exciting opportunity.



Job Description

Job title: EYFS Teacher

Salary: Teachers Pay and Conditions

Hours: 1.0 FTE

Reporting to: Headteacher

Main purpose

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

Duties and responsibilities

Teaching

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external tests

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach

Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional development

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching

- Where appropriate, take part in the appraisal and professional development of others

Communication

- Communicate effectively with pupils, parents and carers

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

Other areas of responsibility

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Notes:

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

Person Specification

<u>Attributes</u>	<u>Desirable/ Essential</u>
Experience of teaching in primary schools in Reception	Essential
Able to evidence excellent pupil progress	Essential
Experience of working positively and closely with staff, parents and guardians	Essential
Effective experience in creating a positive climate and environment to secure accelerated learning	Essential
Recent OFSTED experience	Desirable
Experience of mixed age group teaching	Desirable
<u>EDUCATION AND TRAINING</u>	
QTS	Essential
Thorough knowledge of teaching, learning and curriculum in primary schools	Essential
Commitment to continued professional development	Essential
Evidence of recent & relevant training	Essential
Safeguarding Awareness	Essential
<u>PROFESSIONAL KNOWLEDGE AND SKILLS</u>	
An excellent classroom practitioner	Essential
Effective use of assessment data to plan sequence of learning that secures accelerated progress	Essential
Work effectively as part of a team, relating well to colleagues, pupils and parents	Essential
Excellent use of ICT to support learning	Essential
High expectations of all pupils	Essential
Detailed knowledge of the National Curriculum and its planning and delivery	Essential

Implications of the Code of Practice for Special Educational Needs for teaching and learning	Desirable
Evidence of ability to maintain high standards of behaviour and develop attitudes of care, control and cooperation	Essential
Experience of curriculum planning as part of a team	Desirable
Ability to self-motivate and lead a team of support staff	Essential
High level of oral and written communication skills and ability to communicate with a wide range of audiences	Desirable
Able to offer subject expertise	Desirable
High level of organisational and planning skills	Essential
Ability to use initiative, solve problems, make decisions and motivate others	Essential
Ability to relate to and empathise with pupils and to build trusting relationships with them	Essential
<u>ANY ADDITIONAL FACTORS</u>	
A commitment to abide by and promote equal opportunities, Health and Safety and Child Protection Policies	Essential
Commitment to an involvement in extra-curricular activities	Essential



APPLYING FOR A JOB WITH NORTH YORKSHIRE COUNCIL

IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

Data Protection

The information that you state on this application form will be used by the school and the Council to consider you for a job vacancy. To find out about how we use your personal data for the purposes of recruitment please see our Privacy Notice at www.northyorks.gov.uk/working-us.

Rehabilitation of Offenders

The post you are applying for requires you to have an enhanced Disclosure and Barring Service criminal records check for work with children, with a barred list check if you work in regulated activity. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries.

Should you be shortlisted, you will be asked to disclose full details of your criminal history prior to your interview. This includes any information deemed relevant as part of Keeping Children Safe in Education which may arise in an online search undertaken on shortlisted candidates. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

Please also see the policy statement on the Recruitment of Ex-offenders below.

Information in Support of your Application

Every post advertised is supported by a full person specification. The specification lists all the essential skills, experience and qualifications which are necessary for the job and the criteria against which you will be assessed, both through your application form and at interview.

As part of the application process, you may have been asked to demonstrate within this application form how you meet some or all of the criteria or key competencies outlined in the person specification. Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them by giving **specific and detailed examples** which include a focus on outcomes and on your own contribution to the scenario. Try to use different and varied examples wherever possible.

When completing these sections, do not forget the skills and experience you have gained outside full-time work. Outlining your previous work experience or other responsibilities may help you to uncover skills which you have taken for granted and which are clear signs of your ability to do the job.

Canvassing

You must not try to influence an elected Council Member, any council employee or a member of the school governing body, to act in your favour, as this will disqualify you. If you are related to a Councillor, a Council employee or a governor you must indicate this in the relevant section of the application form.

[Policy Statement on the Recruitment of Ex-offenders](http://www.gov.uk) (Source www.gov.uk)

1. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), this school complies fully with the DBS [code of practice](#) and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request.
12. This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.