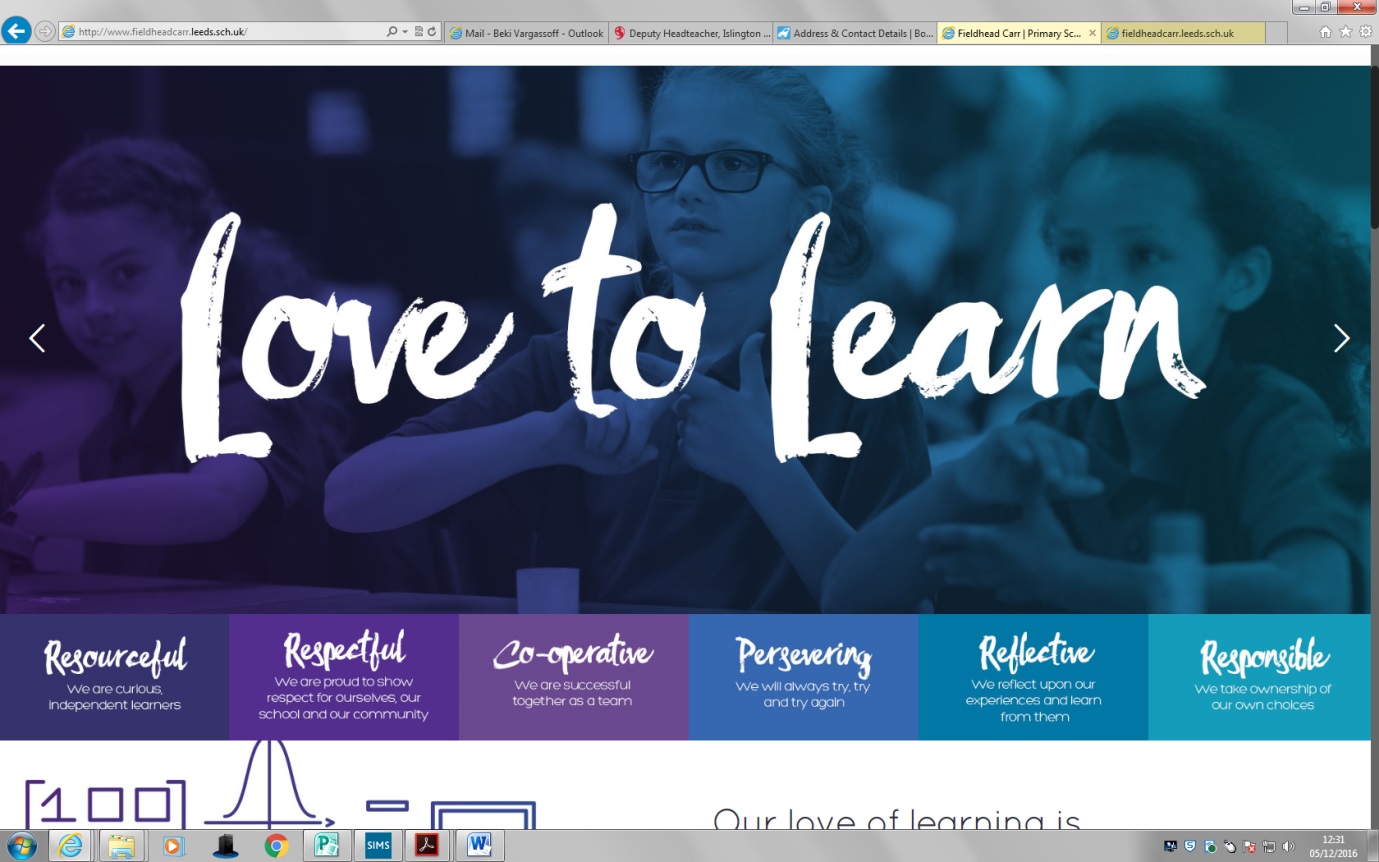


EYFS/KS1

Class Teacher

Application Pack

Feb 24



**Deputy Headteacher**

Dear Applicants

We are looking for EYFS or KS1 teacher to join our team in September 24.

At this stage we are flexible as to the year group the successful candidate would be placed in- we are looking for the right person to join our team (not a specific year group specialism)

If successful you will be working in one of our lovely lower school teams.

We know teachers get so many benefits from working in a teaching team. They have the benefit of shared planning, a partner to bounce ideas off and the chance to learn from each other and grow in their role during their time with us.

From this process we are looking for:

* Someone who has the child at the heart of all they do
* Someone who responds to the need and interests of their class when planning
* Someone whose planning is responsive and evolves to ensure that children have high quality, experience led learning
* Someone with strong practice and deep subject knowledge

We have a have a socially diverse intake and so our teachers need to be skilled in understanding that the life of every child is different and so their readiness for learning and self-confidence is as vital a teaching focus as Maths or Literacy. The right candidate is someone who is creative, adaptable and with a passion for children’s right to achieve the children and adults they work with.

The right candidate must have excellent communication and be able to have kind but honest conversations with children and families. This is our model and it leads to strong, meaningful relationships that last throughout children’s time with us. It helps keep them safe, happy and learning.

Our team are currently in phase 4 of a project to reshape our curriculum school wide. We would be interested in a candidate who would be able to join one of our Subject leadership teams and bring new thinking and new ideas to the work we are already doing.

We would welcome those interested to come and have a look at the setting. To make a 1-1 appointment please contact the School Business Manager/Assistant Business Manager at [sbm@fieldheadcarr.leeds.sch.uk](mailto:sbm@fieldheadcarr.leeds.sch.uk) or contact us on 0113 2930226.

For all application details please see our vacancies page:

<https://fieldheadcarr.leeds.sch.uk/our-school/vacancies/>

We look forward to receiving your applications.

Closing date: 17th April

Interviews in the week of the 22nd April

Best wishes

Mrs Emma Wraighte

Head Teacher

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**Excellent Classroom Practitioner**

**1 FTE teacher to work in EYFS or KS1**

**Permanent Contract**

**M1-M6 (UPS considered)**

*Fieldhead Carr Primary, Leeds*

*National Teachers’ Terms and Conditions (including Teachers’ Pension)*

Our school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. A self-disclosure will be required prior to interview and the successful candidate will be subject to a Disclosure Barring Service Check.

We promote diversity and want a workforce which reflects the population of Leeds.

**We are looking to appoint an excellent classroom teacher to work in our lovely Community Primary School. Year group will be decided once the successful candidate is chosen as we are primarily looking for a fabulous teacher and not a specific year group specialism.**

**We are looking for:**

* A teacher who treats children with respect and kindness. Someone warm and honest that children can respect and enjoy working with.
* A teacher who is creative and responsive to children’s needs. Someone who is open to listening to children’s voice and uses this to make learning active and joyful.
* A Teacher who values all subjects equally and tailors the learning to the needs of each individual class. A person who is confident to let children explore and learn.
* A teacher with a passion for learning, someone who delights in their job and enjoys the challenges that working with children brings.

**The children want:**

* Someone Fair
* Someone Kind
* Someone fun
* Someone who like to do projects
* Someone who’s good in our team

**We can offer you:**

* **Whole school Wellbeing approach including (eg: exercise classes, 1x Duvet day per year for every teacher)**
* **CPD linked to Personal training profile- we want our staff to grow in their roles and always have our eye on your next steps**
* **Team building events throughout the year to help new staff to quickly become part of the school community**
* **Access to Executive Coaching as part of your professional development**
* **Access To the Education Support Scheme**
* **Cycle to work scheme**
* **Teacher pension scheme**
* **A school with the drive and determination to make a difference in the lives of the children in serves.**
* **CPD opportunities within our school and the local Family of Schools to help you grow as a professional**
* **A supportive, dedicated and dynamic staff team offering high quality professional learning opportunities;**
* **A school on an exciting journey of expansion as it continues to grow to two form entry.**

Closing date: 17th April

Interviews in the week of the 22nd April

More information can be found on our website: <https://www.fieldheadcarr.leeds.sch.uk/>

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**School Job Description**

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| **School**  Fieldhead Carr Primary School |

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| **Post Title**  Class Teacher | GRADE MPS (UPS considered) | Post Ref |

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| **Post(s) to which directly responsible**  Immediate line manager |

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| **Post(s) for which directly responsible** |

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| **Purpose of job**  To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.  T The Job Description should be read alongside the range of professional duties of Teachers as set out in Teachers’ Pay and Conditions Document. The post holder will be expected to undertake duties in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England. |

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| **Responsibilities**  **Teaching and Managing Pupil Learning**   * Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. * Use teaching methods which keep pupils engaged, including stimulating pupils’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources.      * Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. * Develop the learning environment to allow the space to reflect the learning focus & provide opportunities for independent, hands on exploration of taught concepts. To use the space to chart their journey through their learning.   **Planning and Setting Expectations/Pupil Achievement**   * Plan using the school format and ensure that clear journeys of learning are defined for children in the setting- early 3’s, rising 3’s and rising 4’s * Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught. * Set appropriate and demanding expectations for pupils’ learning and motivation. Set clear targets for pupils' learning, building on prior attainment. * Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs). * Manage Nursery staff to best facilitate learning & maintain and effective and exciting learning space * Plan for spaces in the Nursery provision in which nurture and wellbeing work can be delivered in response to children’s need * Support early experiences eg: lunches for the first few weeks to set the tone and expectation of the group and model good practice for the support staff working with the children   **Assessment and Evaluation**   * Assess how well learning objectives have been achieved and use this assessment for future teaching. * Use tapestry to make parents part of the learning journey. Encouraging input from home to complete the learning journey. Making time to work with parents to engage where they find it difficult. Planning in regular opportunities for parents to be a part of children’s leering in the setting. * Mark and monitor pupils’ class and homework providing constructive oral and written feedback, setting targets for pupils’ progress. * When applicable, understand the demands expected of pupils in relation to the EYFS Curriculum.   **Relationship with Parents and the Wider community**   * Prepare and present informative reports to parents. * Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context. * Liaise with agencies responsible for pupils' welfare.   **Manage Own Performance and Development**   * Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach. * Share corporate responsibility the implementation of school policies and practices. * Set a good example to the pupils they teach in their presentation and their personal conduct. * Evaluate their own teaching critically and use this to improve their effectiveness. * Implements and follows school’s child protection policies and procedures.   **Managing and Developing Staff and Other Adults**   * Establish effective working relationships with professional colleagues including, where applicable, associate staff.   **Managing Resources**   * Select and make good use of staff, resources and space to promote learning. Using a wide range of sources to support provision that meets the needs of the changing cohort. * To ensure promotion and support of Equal Opportunities and Health & Safety * To undertake other duties that are commensurate with the post |

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| **Relationships**  The post holder will be required to work flexibly to deliver an efficient service.  There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external customers |

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| Physical Conditions The post is currently based at Fieldhead Carr Primary School.  Fieldhead Carr has access to some areas by stairs and ramps to the playgrounds and is accessible by disabled persons.  This post is subject to an enhanced Disclose and Barring Service check.  The school operates a non-smoking policy. |

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| |  |  | | --- | --- | | **Economic conditions** | | |  |  | | Grade: MPS |  | | Conditions of Service: | Teachers Terms & Conditions apply | |

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| **Prospects**  **Promotion**  Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.  **Training**  The school encourages training both “in-house” and external to meet the needs of the individual and of the Service. |

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| **QUALIFICATIONS**  Qualified Teacher Status – Essential  Honours degree - Essential |

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| **Job Description Prepared / Reviewed by:** | E Wraighte | **Date:** |  |
| **Job Description Approved by:** | **Leeds HR** | **Date:** |  |

EMPLOYEE SPECIFICATION:

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The ‘Essential Requirements’ indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under ‘Desirable Requirements’ are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

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| SKILLS | **Ess** | **Des** |
| High level of written, oral and communication skills | \* |  |
| Ability to communicate effectively orally and in writing to a range of audiences | \* |  |
| High level of organisational and planning skills | \* |  |
| An excellent classroom practitioner | \* |  |
| Work effectively as part of a team, relating well to colleagues, pupils and parents | \* |  |
| Ability to demonstrate a commitment to equality of opportunity for all pupils | \* |  |
| Ability to investigate, solve problems and make decisions | \* |  |
| Management of people and resources | \* |  |
| Able to use own initiative and motivate others | \* |  |
| Ability to demonstrate high level ICT skills in personal and educational situations | \* |  |
| Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them | \* |  |
| Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure | \* |  |
| Ability to offer expertise in a specific subject or area |  | \* |
| Experience of teaching KS2 |  | \* |
| Commitment to an involvement in extra-curricular activities. |  | \* |
| Evidence of sharing in and contributing to the corporate life of the school. |  | \* |

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| **KNOWLEDGE/PROFESSIONAL DEVELOPMENT** | Ess | Des |
| Knowledge of current educational practice and issues | \* |  |
| Evidence of continuing professional development | \* |  |
| Take responsibility for their own professional development |  | \* |
| Knowledge of the provisions of national strategies, i.e. Literacy, Numeracy and ICT | \* |  |
| Effective use of ICT to support learning | \* |  |
| Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils’ attainment and progress. | \* |  |
| Full working knowledge of relevant polices/codes of practice/legislation | \* |  |
| Knowledge of all phases of primary/secondary education (as appropriate) |  | \* |
| Understanding of the implications of the Code of Practice for Special Educational Needs for teaching and learning |  | \* |

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| LEADERSHIP | Ess | Des |
| As the lead professional in the classroom show an ability to advise and support other staff | \* |  |
| Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate | \* |  |
| Plan, allocate, support and evaluate work undertaken by other staff in the classroom | \* |  |
| Lead professional development through example and support |  | \* |

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| OTHER CONDITIONS | Ess | Des |
| **Registered with Teaching Agency** | \* |  |

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| DISPOSITION AND ATTITUDE | Ess | Des |
| Positive and optimistic attitude towards School Improvement and Inclusion | \* |  |
| Open-minded and receptive to new ideas, approaches and challenges | \* |  |
| Places high priority on effective team working and works easily and comfortably in a team environment | \* |  |
| Commitment to an involvement in extra-curricular activities. |  | \* |
| Evidence of sharing in and contributing to the corporate life of the school. |  | \* |