

EYFS Teacher  
(MAT leave)

Application  
Pack

# SACRED HEART CATHOLIC PRIMARY SCHOOL



Closing Date:

Friday 6<sup>th</sup> September 2024 – midday

Shortlisting Date:

Friday 6<sup>th</sup> September 2024

Interview Date:

w/c Monday 9<sup>th</sup> September 2024



# Welcome to Sacred Heart

Thank you for your interest in working at Sacred Heart. We are looking for an innovative, dedicated and highly motivated teacher who wants to make a real difference to teaching and learning. This is a full time EYFS class teacher post to cover maternity leave.

If you would like to have a conversation with me about this post please email: [head@sacredheart-thornton.lancs.sch.uk](mailto:head@sacredheart-thornton.lancs.sch.uk) with your contact details.

Our collective goal is to endow a lifelong love of learning in all our students following the life and teaching of Jesus Christ. We strive to develop the intellectual, emotional, physical and spiritual aspects of the child with the values of the Gospel underpinning all aspects of school life.

We are looking for a confident and exciting teacher who strives to achieve the best for our children, we are looking for a strong team player who will work in partnership with our dedicated school team and school community. EYFS experience is preferred, but not essential.

We are looking for:

- An outstanding practitioner.
- A dynamic, creative, imaginative and inspirational teacher.
- A motivated, enthusiastic, flexible and constructive team player
- Good interpersonal skills and the ability to develop and maintain positive relationships with parents, pupils and staff.
- A committed Christian willing to support the Catholic ethos of the school
- A teacher with high expectations who will maintain high standards of teaching and learning.
- The ability to make good use of ICT to enhance teaching and learning
- A post holder who would encourage and support our sporting, music and drama ethos.

We can offer:

- A Spacious and well resourced environment.
- Friendly and enthusiastic children who are eager to learn.
- A welcoming, supportive and hard-working staff team.
- An inclusive and caring school with a positive ethos based on good relationship.
- Well resourced ICT provision.
- A forward looking school offering good professional development opportunities.

More details of our school can be found at <https://www.sacredheart-primary.co.uk/>. Potential candidates are welcome to visit the school before submitting an application. Please contact the school office to arrange an appointment. As an equal opportunities employer, we welcome applications from all sections of the community.

**Mr Paul Eaton**  
**Headteacher**



"Love one another  
as I have loved you"

JOHN 15:12

# CEO Welcome

Dear Applicant,

Thank you for your interest in the role of EYFS Class Teacher at Sacred Heart Catholic Primary School. Sacred Heart is part of the Blessed Edward Bamber Catholic Multi Academy Trust (BEBCMAT).

This is a fabulous opportunity for you to join us and work with a fantastic group of committed staff who believe strongly in education and working to improve the life chances of our children and young people.

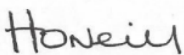
The core principles of the Trust are to educate the whole person, aiming for excellence and working together for the Common Good. Through collective responsibility, united in our Catholic faith, the Trust strives to enable each school to thrive spiritually, academically and financially so that all of the children and young people can 'belong, engage and become' – and reach their full potential by realising their God-given talents.

The Trust works in partnership as one family of schools, whilst maintaining and celebrating the uniqueness of each individual school and the community it serves. We are a values-driven Trust. Our core values of Trust, Respect, Faith, Hope and Service are our hallmarks. These values underpin all of our relationships; between staff, pupils, families, our wider parishes and local communities.

In our Trust, we welcome people who share our vision and our absolute commitment to our pupils, our staff, our families, parishes and the wider communities we serve.

If you believe you have the knowledge, skills and experience to make a positive contribution then we would welcome an application from you.

Yours sincerely,



Helen O'Neill  
Chief Executive Officer

# Trust Schools



Christ the King  
Catholic Academy



St Kentigern's  
Catholic Primary  
School



Holy Family Catholic  
Primary School



St Mary's  
Catholic Academy



Our Lady of the  
Assumption Catholic  
Primary School



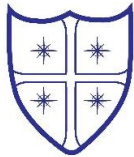
St Mary's Catholic  
Primary School



Sacred Heart  
Catholic Primary  
School



St Teresa's Catholic  
Primary School



St Cuthbert's  
Catholic Academy



St William's Catholic  
Primary School

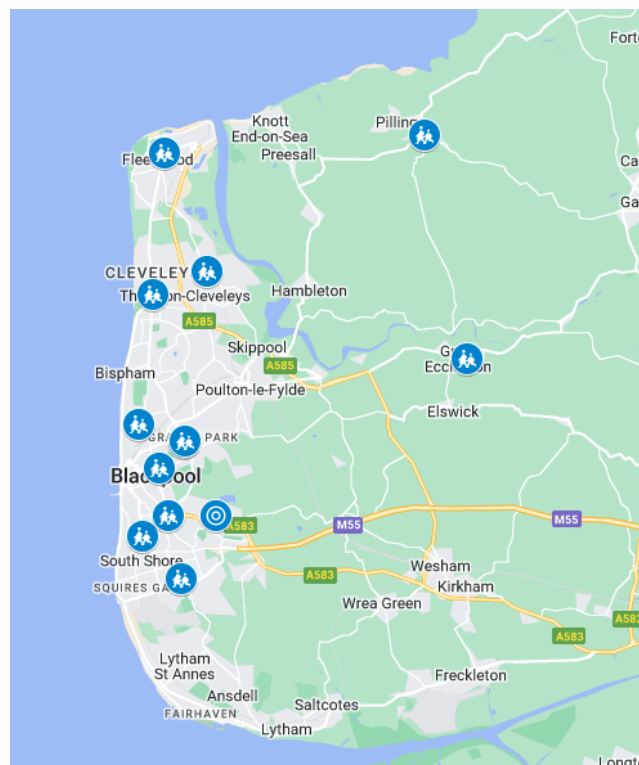
Care - Courtesy - Concern



St John Vianney  
Catholic  
Primary School



St Wulstan's &  
St Edmund's Catholic  
Primary School



# How to apply

## Prior to applying

If you are unclear about any aspect of the application process or you would like any additional information about the school or the role, please contact:

### The school office

Tel: 01253 821392

Email: [bursar@sacredheart-thornton.lancs.sch.uk](mailto:bursar@sacredheart-thornton.lancs.sch.uk)

or

### HR

Tel: 01253 446938

Email: [recruitment@bebcmat.co.uk](mailto:recruitment@bebcmat.co.uk)

## Application process

Applicants must complete the CES application form.

Please use the personal statement section of the application form to provide evidence of how you fulfil each requirement listed on the job description and person specification.

Your application should be addressed to the Headteacher, Paul Eaton and can be submitted electronically to the Office Manager, Vicky Porter: [bursar@sacredheart-thornton.lancs.sch.uk](mailto:bursar@sacredheart-thornton.lancs.sch.uk)

We will acknowledge receipt of your application.

School website: <http://www.sacredheart-thornton.lancs.sch.uk/>

**Closing date for applications:** Friday 6<sup>th</sup> September 2024– midday

**Shortlisting:** Friday 6<sup>th</sup> September 2024

**Interview dates:** w/c Monday 9<sup>th</sup> September 2024

## Post Details:

**Salary: Teachers' Payscale**

**Contract: Fixed term to cover MAT leave**

**Required: Monday 14th October 2024**

**Hours: Full Time**

# Job Description

## Class Teacher

### Knowledge and Understanding

- Have a detailed knowledge of the relevant aspects of the pupils' National Curriculum and other statutory requirements.
- Have a secure knowledge and understanding of teaching, learning and attainment for all pupils
- Understand progression in their specialist subject(s), including before their specialist age range.
- Cope securely with subject-related questions which pupils raise and know about pupils' common misconceptions and mistakes in their specialist subject(s).

### Planning and setting expectations

- 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) Pupil Passports, reviewing half-termly.
- Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to pupils' needs.

### Teaching and managing learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenges are maintained, and best use is made of teaching time.
- To play a full part in the life of the school community, supporting its mission, Catholic character and ethos and to encourage staff and students to follow this example, and by upholding and teaching the Catholic faith.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Be responsible for displays in classrooms and general areas, mixing examples of children's work with interactive teaching aids.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- To be responsible for leading a subject or area.

### Assessment and evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- 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 National Curriculum.

### Pupil achievement

- Establish clear targets for pupils achievement, and evaluate progress and achievement by all pupils, including those with special educational needs.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support pupils.
- Secure progress towards meeting or exceeding pupil targets.

# Job Description

## Class Teacher

### Relations with parents and the community

- Know how to prepare and present informative reports to parents.
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples.
- Support the school, children and parents in social events and Masses

### Managing own performance and development

- Understand the need to 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.
- Understand their professional responsibilities in relation to 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

### Managing and Developing Staff

Establish effective working relationships with professional colleagues including Teaching Assistants.

### Managing Resources

Select and make good use of books, ICT and other learning resources which enable teaching objectives to be met.

### Strategic Leadership

Demonstrate an active contribution to the policies and aspirations of the school.

Demonstrate that they are effective professionals who challenge and support all pupils to do their best through:

- inspiring trust and confidence
- building team commitment, promoting a positive working atmosphere
- engaging and motivating pupils
- analytical thinking
- positive action to improve the quality of pupils' learning

### *Teaching roles to include subject leadership:*

#### Subject leader Role and Responsibilities

##### Knowledge and understanding

Have knowledge and understanding of:

- Their school's aims, priorities, targets and action plans.
- The relationship of the subject to the curriculum as a whole.
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
- The implications of the Code of Practice for Special Educational Needs for teaching and learning



# Job Description

## Class Teacher

### Planning and setting expectations

- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching.
- Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to pupils' needs.
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject which:
- Contribute to whole-school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment.
- Are based on a range of comparative information and evidence, including the attainment of pupils.
- Identify realistic and challenging targets for improvement.
- Are understood by all those involved in putting the plans into practice.
- Are clear about action to be taken, timescales and criteria for success.

### Teaching and managing pupil learning

- Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils.
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils.
- Effective development of pupils' literacy, numeracy and information technology skills through the subject.
- Effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent when out of school.

### Assessment and evaluation

- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching, and report to the headteacher termly.

### Pupil Achievement

- Establish clear targets for pupils achievement, and evaluate progress and achievement by all pupils, including those with special educational needs, with the Assessment Coordinator, where appropriate.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.

# Job Description

## Class Teacher

### Managing and developing staff and other adults

Help staff to achieve constructive working relationships with pupils.

Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.

Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary.

### Managing resources

- Establish staff and resource needs and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology.
- Ensure a safe working environment through risk assessment.

# Person Specification

## Class Teacher – full time

	Essential	Desirable
<b>Qualifications, training and experience</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> <li>• Evidence of appropriate professional development for the role of class teacher</li> <li>• Experience in teaching in the primary classroom (EYFS, KS1 or KS2)</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to obtaining the Catholic Certificate of Religious Studies</li> </ul>
<b>Professional knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• The distinctive nature of a Catholic School/Academy</li> <li>• Have high expectations for all young people and adults</li> <li>• Articulate, deliver and maintain vision and practice for high quality, inclusive education and care</li> <li>• Communicate effectively both verbally and in writing</li> <li>• Be efficient, highly organised and able to deal effectively with a class teacher's roles and responsibilities together with aspirations for further development and responsibilities</li> <li>• Understand and have good knowledge of recent curricular and pedagogical issues</li> <li>• Demonstrate strong subject knowledge and understanding over the curriculum subjects</li> <li>• Demonstrate good knowledge of, and success towards meeting, the Professional Standards</li> <li>• Demonstrate effective use of Learning and Teaching strategies and Assessment for Learning</li> </ul>	
<b>Interpersonal skills and personal qualities</b>	<ul style="list-style-type: none"> <li>• Effectively inspire learners and enable outstanding learning</li> <li>• Establish effective working relationships with staff, parents and the wider community</li> <li>• Work with colleagues to move towards outstanding practice</li> <li>• Prioritize, plan, organize and manage time</li> <li>• Be committed to own personal development and training</li> <li>• Be curious, positive and resilient and show initiative in supporting school improvement</li> <li>• Raise pupil performance standards for all learners</li> <li>• Act as a role model for pupils and other staff by setting high personal and professional standards</li> <li>• Deal sensitively with people and resolve conflicts</li> <li>• Have a passion to work at our school and view the post as a privileged position</li> <li>• Supportive of the Academy's Catholic ethos</li> </ul>	<ul style="list-style-type: none"> <li>• Lead extra curricular activities</li> <li>• Practising Catholic</li> </ul>

# Person Specification

## Class Teacher – full time

	Essential	Desirable
<b>Experience and knowledge of teaching</b>	<ul style="list-style-type: none"> <li>Recent teaching experience within the primary phase</li> <li>To effectively use assessment data and target-setting to raise standards</li> </ul>	<ul style="list-style-type: none"> <li>Teaching experience within the Key Stage for which you are applying</li> </ul>
<b>Professional attributes</b>	<ul style="list-style-type: none"> <li>Excellent written and verbal communication skills</li> <li>Ability to demonstrate excellent classroom practice</li> <li>Fully ICT competent</li> </ul>	
<b>Applications, confidential references and reports</b>	<ul style="list-style-type: none"> <li>Written reference(s) only</li> <li>Letters should address the criteria identified in the person specification</li> <li>Application forms should be completed in full</li> <li>Letters should be clear and concise and no longer than two sides of A4 (minimum font size 12)</li> <li>Two supportive written references confirming professional &amp; personal knowledge, skills &amp; abilities referred to above.</li> </ul>	<ul style="list-style-type: none"> <li>Positive and supportive faith reference</li> </ul>

# Safeguarding Information

## Introduction

The Blessed Edward Bamber Catholic Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people in its schools. The Trust complies with the statutory legislative requirements and guidance that seeks to protect children, including 'Keeping Children Safe in Education' guidance. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

## Safer Recruitment

Job descriptions and person specifications make reference to safeguarding and child protection. All posts are subject to satisfactory completion of enhanced Disclosure and Barring Service certificate (DBS) checks. All advertisements include a safeguarding statement and commitment.

## Application Stage

All applicants are scrutinised to verify identity and academic qualifications, Professional references are requested using our standard pro-forma for short-listed candidates. As a minimum, references should be from the two most recent employers and a Parish Priest if applicable. References are checked against previous employment history and gaps in employment. Professional references must be obtained from work email addresses. Our standard reference proforma makes reference to suitability to work with children and young people. The application form requires applicants to complete a disclosure of any criminal convictions.

## Short listing

Only those candidates meeting the criteria outlined in the person specification will be short listed. All short-listed candidates will be subject to an online search as part of our safer recruitment due diligence.

## Interview

Shortlisted candidates will take part in an interview and selection process. Candidates will be asked to address any discrepancies or gaps in their employment history. Candidates will be reminded of their responsibility to disclose any criminal convictions if they have not already done so. Proof of identity, qualifications and right to work in the UK must also be provided at interview.

## Appointment

An enhanced Disclosure and Barring Service Certificate (DBS) will be required for all appointed posts. Other pre-employment compliance checks will be carried out. This post is subject to satisfactory references which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, online searches, medical check, evidence of qualifications plus verification of the right to work in the UK. For teaching positions, barred list checks and prohibition from teaching checks will also be carried out. For leadership positions, section 128 checks will be performed. All staff will receive a comprehensive induction programme covering all aspects of safeguarding and health and safety.

## Probation

All new staff will be subject to the trust probation procedures for a period of 6 months. The probation period is to enable the assessment of an employee's suitability for the job and which includes a review of the performance of new staff in relation to duties, skills, qualifications and experience outlined in the job description and person specification. This will also include an employee's suitability to work with children and young people and their commitment to safeguarding and child protection.

## Equal opportunities

BEBCMAT recognises the value of, and seeks to achieve a diverse workforce. BEBCMAT takes positive steps to create an employment culture in which people feel confident of being treated with fairness, dignity and respect, irrespective of their differences. The Trust is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

## General Data Protection Regulation

BEBCMAT is committed to ensuring that the privacy of an individual is protected. By signing a contract of employment, the employee is agreeing to the Trust processing their personal data, including 'sensitive personal data' as defined in the General Data Protection Regulation (GDPR), for the purposes of the operation, management, security and/or administrations, as well as complying with applicable laws, regulations and procedures. The information you provide (except Equality Monitoring Information) may be shared with partner organisations that provide services to the Trust. A full list of these organisations is available on request from the CFO.

