



'Learning to Succeed'

**EYFS Experienced Teacher & KS1 Class Teacher  
Gladstone Road Primary School**

**Recruitment Information Pack**



## Contents

About the School	3
Application Process	5
Job Description and Person Specification	7
Applying for a job with North Yorkshire Council	11



A love for reading, Gladstone Road pupils in the 1960s

## Gladstone Road Primary School

I am delighted you are interested in joining our team here at Gladstone Road Primary School. You will be joining a highly ambitious, aspirational group of professionals who are raising standards and significantly improving the life chances of the children of Scarborough and the Yorkshire Coast.

Our motto '**Learning to Succeed**' is at the heart of everything we do. We live the values necessary for children to contribute positively to the world they will inherit and lead one day. Our children feel valued and accepted as individuals. Our aim is that they will be able to function in the wider community in which they have respect for themselves, others, and their environment.

We are fortunate to have a school environment that mixes the traditional school feel along with making sure we have a tailored and creative curriculum that allows us to give our children the opportunities that they deserve.

Staff morale is high and we have a commitment to recognise individual potential and to provide support, CPD and training for colleagues joining our school at all levels; you will never feel unsupported or alone in our school.

As a school we are secure and share resources, teaching, curriculum ideas and partnerships with other schools to maximise the benefits to our children, staff and the community.

Our very creative staff have a love of teaching and we are looking for a future member of our team who can develop a sense of awe and wonder in children. The children at Gladstone Road are delightful, happy, confident and energetic. They are passionate about their learning, be it in the traditional classroom or through other areas of the curriculum such as dance, art, PE and music. We are looking for someone who can embrace all aspects of the curriculum as well as literacy and numeracy.

We are really proud of our school and the progress we are making. Please take the time to come and visit is – we'd love to show you around.

All posts at Gladstone Road Primary involve at all times, a view to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance, as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Head teacher as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application!

**Garry Johnson (Head teacher)**



## **Application Process**

### **Queries / Visits**

Informal chats about the role are welcomed and encouraged. For queries or to arrange a call with the Head, please contact [NYES.Resourcing@northyorks.gov.uk](mailto:NYES.Resourcing@northyorks.gov.uk)

### **How to Apply**

Please apply online via NYC jobs

The closing date for all applications is **9am, Friday 19<sup>th</sup> April 2024**

Interviews will be held on Friday 26<sup>th</sup> April

Application forms must be completed in full – CV's are not accepted

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

An email will be sent to shortlisted candidates with details of the interview process / support if unsuccessful in your application.

**When applying please take into account the following:**

### **Supporting Information**

The supporting information section of your application should clearly evidence your ability to meet the requirements we have outlined in the person specification (see application pack). This will be used to shortlist applicants for this role and therefore it is imperative that you provide evidence as requested.

### **References**

When completing your application, please provide two employment referees. Generally, this is your current and most recent employer.

*We are committed to meeting the needs of our diverse community and aim to have a workforce reflecting this diversity. We are also committed to safeguarding and promoting the welfare of children, young people and adults. We have a robust child protection policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff and volunteers to share this commitment.*

*Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and subject to satisfactory references and an enhanced DBS criminal records and barred list check for work with children. An online search may be undertaken as part of the recruitment process on information available in the public domain.*

*Candidates should disclose anything that may be relevant in line with Keeping Children Safe in Education.*

*North Yorkshire Council (NYC) advertise vacancies and process applications on behalf of schools and external organisations (third parties) in North Yorkshire. NYC are not responsible for the recruitment/employment practices of third parties and accept no liability in relation to the vacancy and any subsequent recruitment/employment processes. Further information on how we process your data can be found [here](#).*

## **Job Description – EYFS / KS1 Teacher**

**Duties of the role will include, but not be restricted to:**

### **SUPPORTING LEARNING & DEVELOPMENT**

- Develop and maintain an up-to-date knowledge and understanding of the areas of teaching and pupil support for which post-holder is responsible
- Plan work to meet the learning needs of allocated pupils in a consistent and effective way
- Use appropriate teaching and classroom management strategies to motivate pupils and enable each to progress
- Monitor the progress of pupils for whom the postholder is responsible to set expectations and give constructive feedback
- Maintain appropriate records to demonstrate progress made by pupils
- Participate fully in professional development activities to develop practice further, sharing the learning from these as appropriate
- Make an active contribution to the policies and aspirations of the school
- To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers
- To fulfil all of the responsibilities and duties required by the School's policies on teaching and learning
- To achieve any performance criteria or targets arising from the School's Performance Management arrangements
- Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning
- Support and assist in the development and implementation of appropriate behaviour management strategies
- Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison
- Support pupils in their social and emotional wellbeing in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs
- Escort and supervise pupils on educational visits and out of school activities
- Undertake break supervision as required

### **COMMUNICATION**

- Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals
- Initiate appropriate and effective communication with the Teaching Assistants, and other professionals, forging and sustaining relationships across agencies
- An ability to fulfil all spoken aspects of the role with confidence through the medium of English



## **SHARING INFORMATION**

- Assess, record and report on pupils' attainment and progress within assessment and reporting processes
- Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters
- Assist in the induction and development of classroom support staff, cascading information and good practice
- Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality
- Participate in staff meetings
- Share information confidentially about pupils with teachers and other professionals as required

## **SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN & YOUNG PEOPLE**

- Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence
- Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate

## **ADMINISTRATION/OTHER**

- Undertake routine clerical duties as required
- Support the use of ICT and adhere to relevant policies
- Supervise and provide access arrangement for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations
- Participate in appraisal, training and other learning activities

## **HEALTH & SAFETY**

- Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure
- Work with colleagues and others to maintain health, safety and welfare within the working environment

## **EQUALITIES**

- Promote inclusion and acceptance of all pupils
- Within own area of responsibility, work in accordance with the aims of the Equality policy, treating individuals with respect for their diversity, culture and values

## **FLEXIBILITY**

- North Yorkshire Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline



provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Council Policies and Procedures

### **CUSTOMER SERVICE**

- The Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. The Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values

### **Person Specification**

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
Qualified Teacher Status	√	
Thorough knowledge of teaching, learning and curriculum in primary schools	√	
Commitment to continued professional development	√	
Evidence of recent & relevant training	√	
Safeguarding Awareness	√	
<b>Relevant experience</b>		
Experience of teaching in primary schools	√	
Experience in teaching early years in primary schools (If applying for the EYFS role)	√	
Able to evidence excellent pupil progress	√	
Experience of working positively and closely with staff, parents and guardians	√	
Effective experience in creating a positive climate and environment to secure accelerated learning	√	

Recent OFSTED experience		√
<b>Professional knowledge &amp; skills</b>		
An excellent or developing classroom practitioner	√	
Effective use of assessment data to plan sequence of learning that secures accelerated progress	√	
Work effectively as part of a team, relating well to colleagues, pupils and parents	√	
Excellent use of ICT to support learning	√	
High expectations of all pupils	√	
Detailed knowledge of the National Curriculum and its planning and delivery	√	
Implications of the Code of Practice for Special Educational Needs for teaching and learning		√
Evidence of ability to maintain high standards of behaviour and develop attitudes of care, control and cooperation	√	
Experience of curriculum planning as part of a team	√	
Ability to self-motivate and lead a team of support staff	√	
High level of oral and written communication skills and ability to communicate with a wide range of audiences	√	
Able to offer subject expertise		√
High level of organisational and planning skills	√	

Ability to use initiative, solve problems, make decisions and motivate others	√	
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<b>Other additional factors</b>		
A commitment to abide by and promote equal opportunities, Health and Safety and Child Protection Policies	√	
Commitment to an involvement in extra-curricular activities	√	

## 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](http://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 (Source [www.gov.uk](http://www.gov.uk))

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.