



LOCKWOOD PRIMARY SCHOOL

'A happy place to learn'

Headteacher: Charlie Johns
Lockwood Primary School
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Dear Candidate,

Thank you for your interest in our wonderful school. Myself, and the Governors of Lockwood Primary School are looking to recruit a new teacher into our small, supportive and talented teaching team. The position is in our Early Years team although you will also work closely with the keystage one staff. This position is being offered on a fixed term basis for one year. This post is suitable for teachers who have recently joined the profession, and we are happy to support the successful candidate to begin or complete their Early Career Teacher programme. More experienced teachers are also welcome to apply.

Lockwood Primary School is located in the village of Boosbeck on the edge of the North Yorkshire Moors and just a few miles from the towns of Middlesbrough and Redcar. Our school serves Boosbeck and the nearby villages of Charltons, Slapewath, Aysdale Gate, and Margrove Park as well as the surrounding areas of Skelton and Guisborough.

We are very proud of our school and the amazing children who come here every day. They are vibrant, funny, kind and eager to please; they work very hard and behave beautifully. Our staff and governors are committed to providing the very best standard of education that we can, and our school is an active and important member of the local community. We are supported by our families who work in partnership with the school to put the children's needs first; we are very grateful for the role they play. Our school has a reputation for high standards of behaviour and attainment which is rooted in our staff's amazing commitment to working hard and putting the children first.

We are a foundation school which means that, while still part of the local authority of Redcar & Cleveland, our governing body have additional responsibility for certain aspects of the running of the school such as admissions. Lockwood Primary School is not an Academy or part of an Academy Trust.

We would love to hear from vibrant and enthusiastic teachers who are committed to continuous improvement, can deliver high standards in the classroom and who are willing to support the wider role of the school in the community. In return we offer a friendly and comfortable working environment, a dedicated staff with the desire and experience to support each other and a calm and purposeful atmosphere allowing teachers to teach and pupils to learn. We are also working with the DfE on designing a brand new building to house our school which should start construction next year!

Please read the candidate pack carefully and if you think you have the qualities we are looking for, please do not hesitate to get in touch – we'd love to show you around the school.

Thank you for your interest in our school,

Mr Charlie Johns
Headteacher



ABOUT OUR SCHOOL

We work hard to ensure that Lockwood Primary School is 'a happy place to learn'. We want children to enjoy coming to school and to recognise the value of the learning that happens here. Being **happy** and **learning** are the two driving forces behind all that we do here.

A happy place to learn

Learning to be happy

School should be a happy place where children want to come and enjoy the many different experiences, interactions and events that make up each day. Happy children are more open to learning new things, more likely to grasp new opportunities and more likely to spread that happiness to others.

Each child at Lockwood Primary needs to learn and understand the importance of being happy. Growing up with a positive outlook on life and the challenges it may bring will help them take control of their own mental health and wellbeing, and equally as importantly, help to show how they can influence others in similar way.

We work closely with our families to ensure that children enjoy coming to school; that they see the environment as a safe and happy place and that the adults who share it with them are there to support and guide them. As a small school, our staff know the children and their backgrounds very well. Teachers work very closely with each other and know that every child in school is their responsibility.

A happy place to learn

Happy to be learning

We want the children to know that learning new knowledge and new skills makes us happier. Our focus at Lockwood is therefore on the joy of learning. To achieve this, our children need to be helped to understand that learning isn't easy and that the qualities of resilience, determination and effort all contribute to our well-being. We know that aspects of school can be challenging and we want the children to develop their skills as inquisitive, independent and intuitive learners - knowing that support, guidance and reassurance will be provided when they need it.

We don't hide the fact that learning something new can be difficult and may take some time. There are problems to be overcome, disappointment and failure to be experienced and set-backs to be endured. Happiness is to be found not only in the success of acquiring new knowledge or skills but also in overcoming these obstacles, improving our resilience and improving our self-confidence.

SUMMARY OF THIS YEAR'S SCHOOL IMPROVEMENT PRIORITIES

Computing – We have invested heavily in new ICT resources for the children and this year we have provided all the teaching staff with a new iPad. Our focus is on supporting staff to utilise technology in the delivery of lessons to motivate pupils, cut down on workload and to support learning and assessment.

Curriculum - The school's curriculum provides suitable coverage of the National Curriculum. However, recent changes to class structure (mixing year groups) and a reduction in staff available to lead subject areas mean that some areas of the curriculum are better resourced than others.

Marking & Feedback - School needs to review the current practice in school for providing feedback to pupils about their work, including traditional marking. This will consider research evidence and best practice from other schools and the use of new technology in providing feedback.

EYFS - After successful improvement focus in the indoor environment in 2024-2025, it is now important to review and improve the outdoor environment. The existing outdoor environment has many advantages in terms of space, layout, landscaping and opportunities however improvement of the provision in terms of resources, storage, set-up and links to the curriculum are required.

Reading - Following on from last year's review of early reading a decision was made to maintain Read Write Inc (RWI) as our chosen phonics scheme. To ensure the quality of provision and pupil outcomes are maintained at a high level, significant development work is required both in terms of replenishing the school's reading stock and in staff training.

Attendance - Our attendance over the last few years appears stuck below the school's target of 96% and the DfE's target of 95%. In 2023-2024 the school's attendance officer left and was not replaced leaving the management of attendance procedures to the HT and office administrator. The school needs to develop effective attendance management procedures including working with target families and also in promoting good attendance to pupils and parents.



JOB DESCRIPTION - MAIN SCALE TEACHER (M1 to M3)

JOB TITLE:	EYFS/Keystage 1 classroom teacher (1 Year fixed term)
GRADE:	M1 to M3
RESPONSIBLE TO:	Headteacher
KEY RELATIONSHIPS:	Headteacher, SLT, ECT Mentor and Induction Tutor (if applicable), Teaching and Support Staff, Administration and Premises staff

- JOB PURPOSE:**
- Promote effective learning, appropriate achievement and educational, social and personal progress of all pupils for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual.
 - Fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document and the Teachers’ Standards.
 - Provide an effective, stimulating and well organised classroom and be an enthusiastic teacher, whose classroom practice demonstrates ability to help children achieve success.
 - Be responsible for ensuring equality of opportunity for all.
 - Take responsibility for promoting and safeguarding the welfare of children within the school
 - Work in line with the school ethos and values.

JOB CONTEXT:
 This school is committed to safeguarding and promoting the welfare of our pupils and young people. 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. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children

KEY RESPONSIBILITIES:

Teaching

- **Curriculum Delivery:** Plan and deliver engaging lessons across all areas of the EYFS curriculum, with a strong focus on the prime areas, literacy (including phonics) and mathematics.
- **Assessment & Tracking:** Monitor and record children’s progress ensuring that data is used to plan future learning.
- **Safe Learning Environment:** Maintain an orderly, stimulating classroom and outdoor area that encourages independent exploration and keeps pupils safe, reflecting the children’s changing interests.
- **Pastoral Care:** Support children’s personal, social, and emotional development, helping them build self-confidence and positive relationships with peers.
- **Partnership with Parents:** Build strong links with parents and carers, providing regular updates on their child’s development and involving them in the learning process.
- **Staff Collaboration:** Direct and supervise support staff, such as Early Years Practitioners or Teaching Assistants, and collaborate with colleagues to ensure smooth transitions between year groups.

In addition the successful candidate will:

- Adapt teaching to respond to the strengths and needs of pupils.
- Set high expectations which inspire, motivate and challenge pupils.
- Use teaching methods which sustain the momentum of children’s work and keep all children engaged maintaining a purposeful working atmosphere including the use of ICT.
- Make appropriate educational provision for children with SEND, gifted and those learning with EAL, with support from the SENDCO.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Participate in arrangements for preparing pupils for transition and for statutory assessment

Whole-school organisation, strategy and development
<ul style="list-style-type: none"> • Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, to support the school's vision and values. • 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.
Safeguarding
<ul style="list-style-type: none"> • Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, EYFS Framework, Prevent) and our safeguarding and child protection policies. • Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary. • Promote the safeguarding of all pupils in the school.
Health, safety and discipline
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school. • To achieve any performance criteria or targets arising from the School's Performance Management arrangements and/or the Early Career Teacher induction programme • Take part in the appraisal and professional development of others, where appropriate.
Communication
<ul style="list-style-type: none"> • Communicate effectively with parents/carers with regard to pupil's achievements and wellbeing following school systems and processes as appropriate. • Communicate and cooperate with relevant external bodies. • Foster good relationships between the school and the wider community.
Working with colleagues and other relevant professionals
<ul style="list-style-type: none"> • Collaborate and work with colleagues and other relevant professionals within and beyond the school. • Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them. • Participate in any relevant meetings and professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies. • Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school. • Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
Personal and professional conduct
<ul style="list-style-type: none"> • 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.
<p><i>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. This job description may be amended at any time in consultation with the postholder.</i></p>



PERSON SPECIFICATION - MAIN SCALE TEACHER (M1 to M3)

QUALIFICATIONS, TRAINING AND CPD	Essential (E) or Desirable (D)	Assessed by Application (A), References (R), Interview (I)
Qualified Teacher Status	E	A
Degree	E	A
Experience of teaching in primary school	D	A, I
Experience of teaching in an early years setting	D	A, I
Experience of leading a curriculum area	D	A, I
Evidence of excellent teaching	E	A, I
KNOWLEDGE, SKILLS AND ATTRIBUTES		
Knowledge of the EYFS Framework, EYFS Profile and Development Matters		
Knowledge of the National Curriculum and Early Years Curriculum	E	A, I
Knowledge of effective teaching and learning strategies	E	A, I
Demonstrate inclusive practice so all children can make progress regardless of need	E	A, I
Knowledge of guidance and requirements around safeguarding children	E	A, I
Good ICT skills, particularly using ICT to support learning	E	A, I
Understand the teaching and learning cycle, the varying needs of children and how different children learn.	E	A, I
Ability to self-review personal strengths and identify areas of development	E	A, I
Ability to build excellent standards of learning and behaviour using a range of positive strategies	E	A, I
Ability to work creatively, flexibility and respectfully with children and adults.	E	A, I
Experience working or volunteering with children outside of education	D	A
Experience of contributing to the wider school life (clubs, visits, fundraising activities)	D	AA
PERSONAL QUALITIES		
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school and the trust.	E	A, I
Resilient, passionate, and committed to our ethos and values, ensuring every child, whatever their background, receives a high-quality education.	E	A, I, R
High expectations for children’s attainment and progress	E	A, I
A positive outlook, integrity, flexibility and energy to persevere and succeed.	E	A, I, R
Enthusiastic, demonstrating a joy for learning and teaching children.	E	A, I, R
Open, positive and receptive towards coaching and improvement. Reflective of their own practice and proactive in seeking support when needed.	E	A, I, R
Ability to work under pressure and prioritise effectively	E	A, I, R
Commitment to maintaining confidentiality at all times.	E	A, I, R
Good communication skills – written and verbal	E	A, I, R

How to Apply

Application forms and further details are available on the School's website and by emailing the school directly.

Applications submitted on anything other than the official application form and applications from agencies will not be accepted.

Two confidential references should be nominated, including one from your current/most recent employer or teacher training provider. Those from an education setting must provide the Headteacher as one of their references or must be signed and checked by the Headteacher.

The job description details the main responsibilities for this post and the personal and professional qualities required.

The person specification sets out the criteria to be used for the shortlisting process

Closing Date for applications: Friday 19th June

Please return your completed application form to office@lockwood.rac.sch.uk

For more information or to organise a visit to the school, please telephone Miss Stevie Langley on 01287 650238