

Application Pack

CLASS TEACHER VACANCY

St Swithun's C of E Academy

Key:

A - Application form

R - Reference

SP – Selection process. This could include a range of exercises, including interview.

Knowledge, experience and skills		
	Essential/ Desirable	How identified
Qualifications	E / D	A / SP / R
Qualified Teacher Status	E	A
Degree	E	A
Evidence of further professional development	D	A / R
Experience		
Ability to raise attainment of all pupils	E	A
Ability to reflect on practice and improve	E	SP / R
Teaching to improve / increase pupil achievement	E	A / R
Ability to continually improve teaching and learning	E	A / R
Knowledge and skills		
Up to date knowledge of the primary curriculum	E	A / R / SP
Ability to use strategies needed to establish consistently high aspirations and standards of results and behaviour	E	A / R / SP
Able to play a full and active role in a team	E	A / R
Clear understanding of expectations, accountability and consistency	E	A / R
Motivated to continually improve standards and achieve excellence	E	A / R
Commitment to the safeguarding and welfare of all pupils	E	A / R / SP
Effective classroom practitioner	E	R / SP
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward	E	R / SP
Excellent communication, planning and organisational skills	E	A / R / SP
Personal qualities and attributes		
Strong moral purpose	E	SP
Excellent communicator	E	A / SP
Resilient	E	SP / R
Integrity	E	SP / R
Self-motivated and able to motivate others	E	A / R
Enjoys challenge	E	A / R
Works to deadlines	E	A / R
Optimistic and enthusiastic	E	SP / R
Adaptable	E	SP / R
Professional Ethos		
Understand how and when to seek advice / support	E	A / R
Maintain good relationships	E	A / R
Committed to own professional development	E	A / R

A Teacher must

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional

conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
 - showing tolerance of and respect for the rights of others.
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

JOB DESCRIPTION

SCHOOL: St Swithun's C of E Primary

NAME OF POSTHOLDER:

Job title: Class Teacher

Class Teacher

Pay Scale: MPS 1-6

Post(s) Responsible to: Head of School

Date of issue: January 2026

CORE REQUIREMENTS OF THE POST:

- Should circumstances arise which require this job description to be reviewed and amended, any changes will be discussed with you in the first instance. Should a disagreement arise, you will be afforded the opportunity of a meeting to resolve the matter with your Principal who may involve officers of the Education Department as appropriate. You may be accompanied at this meeting by a representative of your Trade Union if you so wish.
- In addition to the duties specified within the section "Particular Responsibilities", you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific cases. This job description does not form part of the Contract of Employment.
- You are required to carry out your duties in line with the stated ethos and principles of the school and in line with your responsibility for promoting and safe guarding the welfare of children and young persons for whom you are responsible or come into contact with as defined in Annex a.

For Teachers other than Vice Principal/Assistant Head, Advanced Skills Teachers only:-

- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on any or all of them. The Principal is responsible for maintaining a time budget on which you have been/will be consulted. You will be granted access to this at any reasonable time by arrangement with the Principal

PARTICULAR RESPONSIBILITIES:

i) The post requires you to:-

- teach pupils within the age range 4-11 years in accordance with the professional duties of a teacher.
- take an equitable share of whole school curriculum care and management responsibilities.
- carry out your duties in line with the key tasks and management procedures of the school.

Issued by:

Headteacher

Received by:

Post Holder



Recruitment Privacy Notice

Policy Statement

We are The Diocese of Southwell & Nottingham Multi Academy Trust. As part of your application to join us, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their “personal data”. This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold an individual’s personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual’s personal data is known as “processing”.

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you during your application process.

Up to and including shortlisting stage:

- your name and contact details (i.e. address, home and mobile phone numbers, email address);
- details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), details of driving licence (if relevant for role), membership of professional bodies and interests;
- your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs;
- information regarding your criminal record;
- details of your referees;
- whether you are related to any member of our workforce; and
- details of any support or assistance you may need to assist you at the interview because of a disability.

Following shortlisting stage, and prior to making a final decision

- information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;*
- confirmation of your academic and professional qualifications (including seeing a copy of certificates);*

- information via the DBS process, regarding your criminal record, in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), whether you are barred from working in regulated activity;*
- your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;*
- medical check to indicate fitness to work;*
- a copy of your driving licence (or other appropriate documentation as listed on the Home Office list);*
- if you are a teacher, we will check the National College of Teaching and Leadership (“NCTL”) Teachers Services about your teacher status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts and EEA teacher sanctions);* and
- equal opportunities’ monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by us, the information we collect may be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

Where do we get information from during your application process?

Depending on the position that you have applied for, we may collect this information from you, your referees (details of whom you will have provided), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), NCTL and the Home Office, during the recruitment process.

Why do we use this information?

We will process your personal data during your application process for the purpose of complying with legal obligations, carrying out tasks which are in the public interest, and taking steps with a view to entering into an employment contract with you. This includes:

- to assess your suitability for the role you are applying for;
- to take steps to enter into a contract with you;
- to check that you are eligible to work in the United Kingdom or that you are not prohibited from teaching; and
- so that we are able to monitor applications for posts in the [Trust/Academy/School] to ensure that we are fulfilling our obligations under the public sector equality duty under the Equality Act 2010.

How long will we hold information in relation to your application?

We will hold information relating to your application only for as long as necessary. If you are successful then how long we need to hold on to any information will depend on type of information. For further detail please see our [Retention and Destruction Policy].

If you are unsuccessful we will hold your personal data only for six months, after which time it is securely deleted.

Who will we share information with about your application?

We will not share information gathered during your application process with third parties, other than professional advisors such as legal as HR advisors.

Rights in relation to your personal data

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact:

Trust HR Officer
payroll@snmat.org.uk

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

Individuals also have the right, in certain circumstances, to:

- Object to the processing of their personal data
- Have inaccurate or incomplete personal data about them rectified
- Restrict processing of their personal data
- Object to the making of decisions about them taken by automated means
- Have your data transferred to another organisation
- Claim compensation for damage caused by a breach of their data protection rights

If an individual wants to exercise any of these rights then they should contact [INSERT CONTACT DETAILS]. The law does not oblige the school to comply with all requests. If the school does not intend to comply with the request then the individual will be notified of the reasons why in writing.

Concerns

If an individual has any concerns about how we are using their personal data then we ask that they contact our Data Protection Officer in the first instance. However an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>.

Contact

If you would like to discuss anything in this privacy notice, please contact:

Data Protection Officer
data.protection@snmat.org.uk



Diocese of Southwell and Nottingham Multi Academy Trust
Jubilee House, Westgate, Southwell, Nottinghamshire, NG25 0JH

Dear Applicant

This letter is to inform you that if you are considered for appointment to the post for which you have applied, you may be subject to a check of criminal and other records. This will have been specified in the advertisement for the post.

The 1997 Police Act allows employers to obtain this information on people who are being considered for appointment to positions involving work with children, vulnerable adults or other positions of trust.

This information is obtained from the Disclosure and Barring Service, an executive non-departmental public body who provide a range of official data sources for recruitment purposes.

The Diocese of Southwell and Nottingham Multi Academy Trust is registered with the Disclosure and Barring Service and has to comply with their strict requirements for ensuring that sensitive personal information is handled and stored appropriately and is kept for only as long as necessary. A copy of the Disclosure and Barring Service Code of Practice may be provided on request.

Please note that previous criminal convictions are not an automatic bar to employment, this will depend on the nature of the position and the circumstances and background and your offences.

As an applicant for positions involving work with children, vulnerable adults, or other positions of trust, you must provide information about all convictions, bind-overs, cautions, reprimands and indicate if you have any prosecutions pending.

If you are invited for interview and, following the interview, are being considered for the post you have applied for, **we will:**

- **Ask you** to produce proof of identity and documentation that confirms your eligibility to work in the UK which requires:
 - at least one item of photographic evidence (e.g. current passport or new style UK driving licence or other validated photograph OR a full birth certificate).

AND

- at least one item of address-related evidence of identity (e.g. utility bill, bank credit card, or mortgage statement showing your name and address).

YOU MUST BRING THESE DOCUMENTS WITH YOU IF INVITED FOR INTERVIEW

- **Ask you** to complete an on-line Disclosure and Barring Service application (the Trust will meet the cost of the disclosure fee).



Diocese of Southwell and Nottingham Multi Academy Trust
Jubilee House, Westgate, Southwell, Nottinghamshire, NG25 0JH

- **Consult you** if information is disclosed to us by the DBS which might lead us to consider you unsuitable for the post you have applied for.

If you have any questions or concerns about the contents of this letter, please raise these at your interview.

Yours faithfully



Mr C Moodie
Chief Executive Officer



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Jubilee House, Westgate, Southwell, Nottinghamshire, NG25 0JH

DOCUMENTS THE APPLICANT MUST PROVIDE FOR DBS CHECKS

The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) have merged into the Disclosure and Barring Service (DBS). CRB checks are now called DBS checks.

The person going through a DBS check (the applicant) must give their employer original documents (not copies) to prove their identity.

The documents needed will depend on the route the application takes. The applicant must try to provide documents from Route 1 first.

Route 1

The applicant must be able to show:

- one document from Group 1, below
- 2 further documents from either Group 1, or Group 2a or 2b, below

At least one of the documents must show the applicant's current address.

Route 2

If the applicant doesn't have any of the documents in Group 1, then they must be able to show:

- one document from Group 2a
- 2 further documents from either Group 2a or 2b

At least one of the documents must show the applicant's current address. The organisation conducting their ID check must then also use an appropriate external ID validation service to check the application.

Route 3

Route 3 can only be used if it's impossible to process the application through Routes 1 or 2.

For Route 3, the applicant must be able to show:

- a birth certificate issued after the time of birth (UK and Channel Islands)
- one document from Group 2a
- 3 further documents from Group 2a or 2b

At least one of the documents must show the applicant's current address. If the applicant can't provide these documents they may need to be fingerprinted.