



May 2022

Dear Applicant

**Re: CLASS TEACHER:**

**1 post - EYF/KS1**

**2 posts - KS1/KS2**

**Temporary for one year in the first instance**

Thank you for showing an interest in the above posts.

I enclose some information to help you should you decide to apply for the above post:

- an application form including equal opportunities form;
- Policy Document; and
- job description and person specification.

Further information about the school, including a map, can be found on our website, [www.kippaxashtree.leeds.sch.uk](http://www.kippaxashtree.leeds.sch.uk) and on our Academy Trust website [www.brigshawlearningpartnership.com](http://www.brigshawlearningpartnership.com). Our Ofsted Report is also available through [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

As well as completing the application form, your application should include a letter (no more than 2 sides of A4), outlining how your experience, skills and qualities will enable you to fulfil the role.

**I would draw your attention to the sheet within the pack which outlines the requirements of the Asylum and Immigration Act 1996 and the relevant document required, if you are invited for interview.**

The closing date for applications is Tuesday 24 May at 5pm and interviews will be held on Thursday 26 May. Unfortunately, although we appreciate the time you have spent completing the application form, it is not possible for us to respond to all unsuccessful applicants. Therefore, if you do not receive a response to your application **within four weeks of the closing date**, please assume that on this occasion, your application has been unsuccessful, however I wish you well in your future job-hunting.

I look forward to receiving your application if you decide to apply.

Yours sincerely

Amanda Campbell  
Headteacher

<p style="text-align: center;"><b>Making an Application</b></p>	<p style="text-align: center;"><b>Interview and Selection Process</b></p>
<p><b>Application Form</b></p> <p>If you wish to be considered for this post please complete the enclosed application with full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc). The person specification, provided with the details of the post, lists the essential and desirable criteria against which each application will be assessed at each stage of the Recruitment and Selection Process.</p> <p>You will note that we require details of two referees, one of which must be your current or most recent employer.</p> <p>CVs are <b>not</b> accepted as part of the application process.</p> <p><b>Supporting information</b></p> <p>This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.</p> <p><b>Please remember to sign the declaration on the final page of the application form.</b></p>	<p>Candidates who best meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.</p> <p>As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.</p> <p>Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.</p> <p>We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.</p> <p style="text-align: center;"><b>Induction and Continuous Professional Development</b></p> <p>The headteacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment we will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations.</p> <p>You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications.</p>

<p style="text-align: center;"><b>Pre-employment checks</b></p>	<p style="text-align: center;"><b>School Policies</b></p>
<p><b>References</b></p> <p>If you are shortlisted we will normally take up references <b>before</b> the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed “to whom it may concern” will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.</p> <p>Sickness absence record information will only be requested for the preferred candidate following the interview and assessment process.</p> <p>Consideration of the sickness absence information will comply with our responsibilities under the Equality Act.</p> <p><b>Disclosure and Barring Check</b></p> <p>Employment at this school is subject to an enhanced check with Disclosure and Barring Service. Checks will also be made against the Barred List. All such checks must be satisfactory before we confirm any offer of appointment. Under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 (as amended in 2013), all posts at this school are classed as regulated activity and therefore an Enhanced DBS check will be undertaken.</p> <p>Applicants who are shortlisted will be sent a self-disclosure form to complete and return prior to interview/assessment.</p> <p>On 29<sup>th</sup> May 2013 legislation came into force under this Act that means as an employer we are only entitled to request information about convictions, cautions, reprimands and final</p>	<p><b>Child Protection</b></p> <p>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated member of the Senior Leadership Team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our Child Protection and Safeguarding policy.</p> <p><b>Whistle Blowing</b></p> <p>We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore, our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.</p> <p><b>Code of Conduct and Personal Behaviour</b></p> <p>The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils.</p> <p>The headteacher and governing body regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are also bound by the Teachers’ Standards. While teachers are bound by these Standards, the school considers the principles to apply to all staff employed at the school.</p> <p><b>Equal Opportunities</b></p> <p>We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.</p>

Warnings that are not 'protected' as defined in the Rehabilitation of Offenders Act 1974 (Exemptions) order 1975 (as amended in 2013). Convictions that are not 'protected' will appear on an Enhanced Disclosure, even though they are 'spent'. For information regarding what criminal records history will appear and should be disclosed on application, please see the relevant flow charts attached. Alternatively, guidance can be found on the DBS website.

Please be aware spent and/or unspent convictions may not necessarily make you unsuitable for appointment. For further information about our use of Criminal Records information please see our Policy Statement on the recruitment of ex-offenders below.

### **Medical Assessment**

A satisfactory medical declaration must be made before we confirm any offer of appointment.

### **Prohibition checks**

In accordance with our statutory responsibilities under the Education Act and outlined in Keeping Children Safe in Education 2018 we will carry out

a check on any member of staff carrying out teaching work' to ensure they are not prohibited from teaching work.

Each of the following activities is teaching work:

- Planning and preparing lessons and courses for pupils

- Delivering\* lessons to pupils
- Assessing the development, progress and attainment of pupils; and
- Reporting on the development, progress and attainment of pupils.
- "delivering" includes delivering lessons through distance learning or computer aided techniques.

The activities specified above are not teaching work for the purpose of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Headteacher to provide such direction and supervision.

We act to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

### **Overseas Checks**

Where candidates have lived or worked abroad in the past 5 years for a period of 3 months or more we will carry out appropriate overseas checks. This will include an EEA check for those appointed to do teaching work that have lived or worked abroad within the EEA.

### **Validation of Qualifications**

All short-listed candidates will be asked to bring original certificates of relevant essential qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies. This will include checks to ensure that candidates appointed as qualified teachers have QTS status and where appropriate have successfully completed their statutory induction.

### **Right to Work in the United Kingdom**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants will be asked to provide proof of this at interview stage by producing some original documentation such as your passport or birth certificate to confirm your eligibility to work within the UK. Photographic proof of identity will also be required.

**Full details of all these policies are available in school.**

***The Brighshaw Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service check***

**THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY ENHANCED DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE SCHOOL**

The Brigshaw Learning Partnership and the School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory references.

### **Requirements of the Asylum and Immigration Act 1996**

In order to comply with the requirements of the Asylum and Immigration Act and to confirm your eligibility to work in the UK you will be required to produce one or more of a statutory list of documents. A photocopy will be taken of the documentation before your interview and will be destroyed in the event that you are unsuccessful in your application. If you are appointed the photocopy of the document confirming your identity will be placed on your personal file. The documents that you may use are listed below:

- United Kingdom passport
- European Economic Area passport
- National Identity Card
- United Kingdom residence permit

### **OR**

An official document with a National Insurance Number

### **PLUS**

One of the following:

- A full birth certificate from the United Kingdom, Channel Islands, Isle of Man or Ireland
- A letter from the Home Office
- An Immigration Status document endorsed by the Home Office

The original document will be returned to you as soon as it has been photocopied.

# KIPPAX ASH TREE PRIMARY SCHOOL

## Class Teacher Job Description

**Name of school /Location:** Kippax Ash Tree Primary School

**Job Title:** Class Teacher - temporary in the first instance

**Grade:** ECT/MPS Working under an agreed system of supervision/management.

**Accountable to:** The Headteacher, Deputy Headteachers, Assistant Headteachers and Governors

**Any Special Conditions of Service:** No smoking policy.

### **Purpose of the Role:**

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.

In carrying out these duties, to consult, where appropriate, with the relevant senior manager, the staff in school, parents and carers, pupils and the wider community.

To be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns appropriately.

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document (refer to the DfE website). The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

### **Areas of Responsibility of Key Tasks:**

#### **Teaching and Managing Pupil Learning**

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- 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.

#### **Planning and Setting Expectations/Pupil Achievement**

- 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).

#### **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, KS4 and post-16 courses

## **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.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.

## **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 textbooks, ICT and other learning resources which enable teaching objectives to be met.

## **Additional Standards for Nursery and Early Years**

- Take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;
- Manage parents and other adults in the classroom.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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## PERSON SPECIFICATION Class Teacher

### Skills and Knowledge

		How Identified
i. Secure commitment and confidence among staff to meeting the needs of pupils within the primary range	Essential	App/Ref/SP
ii. An outstanding classroom practitioner	Essential	App/Ref/SP
lii Up to date knowledge of educational issues	Essential	App/Ref
iii. Make effective use of data to monitor and evaluate pupil progress	Essential	App/Ref
iv. Make informed use of resources	Essential	App/Ref/SP
v. Prioritise, plan and organise	Essential	Ref/SP
vi. Deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement	Essential	App/Ref/SP
Acknowledge and utilise the experience, expertise and contribution of others	Essential	App/Ref/SP
Be able to plan and use a variety of methods and approaches to match curricular objectives to the needs of the child	Essential	SP
<b>Decision-making skills – the ability to solve problems and make decisions</b>		
i. Make decisions based upon analysis, understanding and interpretation of relevant data and information	Essential	SP
ii. Contribute to senior leadership team decision-making in respect of issues involving all pupils	Essential	App/SP
iii. Judge when to make decisions, and when to consult with others, including external agencies	Essential	SP
<b>Communication skills – the ability to make points clearly and to listen and understand the views of others</b>		
i. Communicate effectively orally and in writing to a range of audiences	Essential	App/SP
ii. Negotiate and consult effectively	Essential	App/Ref/SP
iii. Explain to pupils the objectives of any interventions	Essential	App/SP
<b>Self-management skills – the ability to plan time effectively and to organise oneself well</b>		
i. Prioritise and manage their own time effectively	Essential	SP
ii. Take responsibility for their own professional development	Essential	SP
<b>Attributes</b>		



i. Personal impact and presence	Essential	Ref/SP
ii. Adaptability to changing circumstances and new ideas	Essential	Ref/SP
iii. Energy, vigour and perseverance	Essential	Ref/SP
iv. Self-confidence	Essential	Ref/SP
v. Enthusiasm	Essential	Ref/SP
vi. Intellectual ability	Essential	Ref/SP
Reliability and integrity	Essential	Ref/SP
Commitment	Essential	Ref/SP
<b>Training and Qualifications</b>		
i. Qualified Teacher Status or other educational qualification	Essential	App / Checking at interview
<b>Disposition and Attitude</b>		
i. Positive and optimistic attitude towards School Improvement and Inclusion	Essential	SP

i. Open-minded and receptive to new ideas, approaches and challenges	Essential	SP
iii. Places high priority on effective team working and works easily and comfortably in a team environment	Essential	SP
<b>Other Special Working Conditions</b>		
i.		
i. The school operates a no smoking policy	Essential	SP
iii. To attend any training as deemed appropriate by the Governing Body		
iv. Agreement to the Governing Body undertaking an Enhanced DBS Disclosure		

**Key:**

**App** – Application Form

**Ref** – Reference

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

**QUERIES:** If you have any queries on any aspect of the application process or need additional information please contact Mrs A Campbell, Headteacher.