

**KS2 Class Teacher (0.6) FTE**

**Recruitment Pack**

**Sandal Magna**

**Community Academy**

**ADVERT**

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| Post title | KS2 Class Teacher 0.6 FTE (0.8 considered) |
| Location | Sandal Magna Community Academy, Belle Vue Road, Wakefield, West Yorkshire, WF1 5NF |
| Grade | Main Pay Scale M1 – M6  (This role requires significant prior teaching experience and may be best suited for candidates with extensive classroom management experience) |
| Hours (please indicate if term time) | 3 Days per week (actual days to be confirmed with successful applicant and 4 days may be considered for right applicant) |
| Required from | 1st September 2025 |

We are looking for a dynamic, enthusiastic, highly motivated and committed class teacher to collaborate and work in a well-established teaching team. This will involve teaching a KS2 class for 3 days per week, with the other two days being taught by our Deputy Headteacher.

Sandal Magna Community Academy is a successful and popular one-form primary school, located within a diverse and multi-cultural community in Agbrigg, Wakefield. The school joined Enhance Academy Trust in May 2013 and the Trust consists of 13 primary phase schools based across the Wakefield and Kirklees areas.

The school is committed to providing a stimulating, creative environment so that all children enjoy learning, make outstanding progress and reach their potential. By offering a rich and diverse curriculum, bespoke for the community, the academy is constantly striving to provide high-quality learning opportunities which engage, challenge and inspire all our pupils.

If you consider yourself to have a proven track record of success, have experience of high-quality teaching and learning and want to join our school on the journey from OFSTED Good to Outstanding then we would certainly like to hear from you.

In choosing a KS2 class teacher, we will be looking for someone who:

* Is an outstanding classroom practitioner who has high expectations of children and themselves and has particular experience of KS2.
* Has a passion for SEN and all it encompasses.
* Is committed to achieving the best outcomes for all pupils.
* Is innovative and is able to offer high-quality learning experiences.
* Is able to contribute fully to school life.
* Is fully committed to on-going professional development.
* Has vision and skills to inspire the whole school community.

**Application Details:**

**Closing Date: Thursday 15th May 2025**

**Shortlisting Date: Friday 16th May 2025**

**Interviews: TBC (most likely to be w/e 19th May 2025)**

All applications to be made by accessing the Trust online HR Portal using the link [Recruitment](https://accesspeople.accessacloud.com/EnhanceAcademyTrustRecruitment)

* The support and expertise of the academy’s excellent leadership team with a clear vision of raising standards of teaching and learning.
* Pupils with superb behaviour and a willingness to learn within a learning environment where excellence is our goal.
* An opportunity to work with a passionate and dedicated team of staff.
* A happy, caring and nurturing school community.
* A commitment to support your continued professional development through a network of experienced professions across the primary academies within Enhance Academy Trust.
* Membership to the Teachers’ Pension Scheme

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| **JOB DESCRIPTION** |

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| **Job Title: Class teacher (0.6 FTE – Potential for 0.8 FTE)** |

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| **Grade:**  Main Pay Scale M1 – M6  (This role requires significant prior teaching experience and may be best suited for candidates with extensive  classroom management experience) |

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| **Reporting to: Headteacher** |

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| **Overall Purpose of the Post:**   * To support and assist the Headteacher in all aspects of school life. * To fulfil all the requirements and duties as set out in the School Teachers’ Pay and Conditions Document relating to the Conditions of Employment of a class teacher. * To seek to achieve any performance criteria, objectives or targets agreed with or set by the Headteacher and School’s Governing Body in accordance with the requirements set out in the current School Teachers’ Pay and Conditions Document. * To promote and safeguard the welfare of all children and young people within the school, by assisting the Headteacher in ensuring that the school’s policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff. |

**JOB DESCRIPTION**

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| **JOB DESCRIPTION** |

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| **Job Title:** Assistant Headteacher |

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| **SCP:** 3/4 |

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| **Reporting to: Headteacher** |

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| **Overall Purpose of the Post:**   * To support and assist the Headteacher in all aspects of school life. * To fulfil all the requirements and duties as set out in the School Teachers’ Pay and Conditions Document relating to the Conditions of Employment of an Assistant Headteacher. * To seek to achieve any performance criteria, objectives or targets agreed with or set by the Headteacher and School’s Governing Body in accordance with the requirements set out in the current School Teachers’ Pay and Conditions Document. * To promote and safeguard the welfare of all children and young people within the school, by assisting the Headteacher in ensuring that the school’s policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff. |

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| **KEY OUTCOMES/ACTIVITIES** |
| **Teaching and Learning**   * Carry out teaching duties in accordance with the school's schemes of work and National Curriculum * Liaise with colleagues to deliver units of work in a collaborate way * Work with teaching assistants and the SENDCO * Set targets for student attainment levels * Set work for students absent from school * Demonstrate good practice in the teaching areas of responsibility   **Assessing and Reporting**   * Record students' work * Maintain lesson evaluations * Mark and return work within agreed time span, providing feedback and targets * Provide assessment reports to monitor student progress * Liaise with parents and attend consultation evenings * Work within the Code of Practice relating to Special Educational Needs   Leadership and Management   * Support and deputise for the head teacher * Understand issues relating to the organisation, ordering, and funding of resources * Support and uphold the school's policies on behaviour, discipline, and bullying * Develop the curriculum at [*specify a Key Stage if appropriate*] * Undertake responsibility for [*specify subjects if appropriate*] * Manage the budgets for [*specify subjects if appropriate*] * Coordinate the delivery of health and safety policies * Contribute to staff development activities * Manage/ deployment of Teaching Assistants and the continuous professional development to maximise their impact in the classroom   Standards and Quality Assurance   * Support the aims and ethos of the school [*provide detail*] * Set a good example in terms of dress, punctuality, and attendance * Attend and participate in open evenings and student performances * Uphold the school's behaviour code and uniform regulations * Participate in staff training * Attend team and staff meetings * Develop links with governors, LEAs, and neighbouring schools   Not all the above duties will need to be performed all the time and will vary according to the needs of the school at any one time. The specific focus for the Assistant Headteacher will be negotiated and agreed at the beginning of each performance management cycle.  In addition to the above duties, the postholder will carry out any other reasonable duties relevant to the role as determined by the Headteacher. |

**The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.**

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| **RESPONSIBILITY FOR RESOURCES** |
| **Employees (Supervision):**  As assigned by the Headteacher/ Governing Body (Teaching & Non-Teaching) |
| **Financial:**  As assigned by the Headteacher/ Governing Body |
| **Physical:**  Responsibility (as assigned by the Headteacher) for the physical resources held in school e.g. manual or computerised information; data and records; office and other equipment; tools and instruments; vehicles; machinery; fixtures and fittings; goods, stocks and supplies. |
| **Customers and Clients:** |

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| **WORKING CONDITIONS** |
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| **CHARACTERISTICS OF THE POST** |
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| Delete as appropriate:   * **Dispersed Sites** e.g.Is the school located on more than one site? * **SENDCO Lead** – whole school * **Curriculum Subject Lead e.g. Maths, English, Science** * **Early Years Lead** * **English as an additional language e.g.,** Insert the % of pupils where English is not their first language. * **Extended Services Lead** * **Multiple Schools** e.g.Is the school part of a MAT or Federation. * **Specialist Units** e.g. Is the school responsible for a specialist resource * **High Level of deprivation** * **% FSM Pupil Premium** * **% SEND/ EHCP** * **Most recent OFSTED inspection outcome**   The following employment checks are required:   * Identity Check * Rehabilitation of Offenders Act 1974 * Children’s Barred List * Prohibition from Teaching Check * Evidence of a satisfactory safeguarding check e.g., Enhanced DBS Check * Evidence of entitlement to work in the UK * Childcare Disqualification Declaration (where applicable) * Evidence of Essential Qualifications – see page 2 of this Job Specification * Two satisfactory references (including current or most recent employer) * Confirmation of medical fitness/ clearance for employment * Driving Licence clearance * Professional Registration with appropriate bodies (where applicable) * Fluency Duty * Lived or worked abroad declaration |

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| **PERSONAL SPECIFICATION** |

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| **PERSONAL QUALITIES, QUALIFICATIONS AND EXPERIENCE** | | |
|  | **Essential** | **Desirable** |
| **Qualifications/Training** | | |
| Qualified Teacher Status with good honours degree | Y |  |
| Evidence of involvement in INSET activities as a participant and as a provider | Y |  |
| Post Graduate |  | Y |
| National Professional Qualification (specify if appropriate) |  | Y |
| NaSENCo |  | Y |
| **Knowledge** | | |
| The role of a leadership group within a school | Y |  |
| Detailed understanding of the principles and practice of primary education in Key Stages 1 and 2 plus Early Years (amend as appropriate) | Y |  |
| Detailed understanding of how to plan and deliver a carefully sequenced knowledge rich curriculum | Y |  |
| The assessment, recording and reporting of pupils’ progress and achievements in the context of both the broader curriculum and the statutory requirements of the National Curriculum | Y |  |
| The school’s role in effectively providing for the needs of all pupils, including those with SEND | Y |  |
| A detailed understanding of the OFSTED Inspection Framework | Y |  |
| The process and importance of school self-evaluation | Y |  |
| Whole-school issues and their implications for financial management, including how to make effective use of additional funds, such as Pupil Premium, to close gaps in attainment | Y |  |
| The implications of group characteristics such as SEND or Pupil Disadvantage, and how to work strategically to ensure that every child has the opportunity to fulfil their potential |  | Y |
| Knowledge of recent national educational developments, initiatives, and legislation, and how they may impact on the school |  | Y |
| **Experience** | | |
| Substantial experience within the primary phase and/or Early Years and providing for educational needs across the full ability range, including SEND | Y |  |
| Strategic responsibilities in school leadership and management | Y |  |
| Leadership of one or more curriculum areas, successfully designing a coherent and well sequenced curriculum and delivering CPD to enable staff to develop expertise in the subject | Y |  |
| Successful implementation of improvement plans to improve outcomes for pupils | Y |  |
| Leading and managing staff successfully and effectively tackling under performance | Y |  |
| Working with governors including attendance and/or reporting at governor meetings | Y |  |
| Active membership of the school management team | Y |  |
| Outstanding classroom teacher and role model demonstrating expertise across the curriculum and securing strong outcomes for pupils including pupils from disadvantaged backgrounds or with SEND | Y |  |
| Detailed knowledge of safeguarding requirements for schools | Y |  |
| Teaching the whole primary age range |  | Y |
| Working in a variety of different schools/LA’s |  | Y |
| Line managing other staff |  | Y |
| ‘Stepping up’ proactively when needed |  | Y |
| Membership of the governing body as a teacher representative |  | Y |
| **Competencies and Other Skills** | | |
| Show evidence of vision, initiatives, and leadership in managing change to enhance and raise standards | Y |  |
| Able to inspire, challenge and motivate others | Y |  |
| Support the work of colleagues and provide staff development, with an understanding of its relationship to performance management | Y |  |
| Involve staff, parents, governors, and stakeholders in the process of establishing a clear set of shared aims, objectives, and values for the school | Y |  |
| Listen and communicate effectively (both orally and in writing|) to a variety of audiences, including parents who may be reluctant to engage with school | Y |  |
| Work effectively as a member of the leadership team, keeping a high-profile approachability and visibility for all staff | Y |  |
| Set and achieve ambitious, challenging goals and targets for self and other | Y |  |
| Show strong interpersonal skills, responding appropriately to both adults and children | Y |  |
| Have a calm approach and positive attitude to behaviour management | Y |  |
| Work in partnership with the Headteacher, supporting and leading the raising of standards across the school | Y |  |
| Hold difficult conversations when necessary, and communicate messages effectively even when they may not be well received | Y |  |
| **Personal Characteristics** | | |
| Ability to manage change sensitively | Y |  |
| Calm approach including when under pressure | Y |  |
| Ability to prioritise and organise yourself and others | Y |  |
| Ability to demonstrate initiative | Y |  |
| Self-motivation | Y |  |
| Enthusiasm and the ability to lead by example | Y |  |
| A ‘can do’ person who has a flexible and positive attitude to everyday leadership | Y |  |
| Strong characteristics in line with our school values | Y |  |

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| **Date completed:** |

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| **KEY OUTCOMES/ACTIVITIES** |
| **Teaching and Learning**   * Carry out teaching duties in accordance with the school's schemes of work and National Curriculum * Liaise with colleagues to deliver units of work in a collaborate way * Work with teaching assistants * Set targets for student attainment levels * Set work for students absent from school * Demonstrate good practice in the teaching areas of responsibility   **Assessing and Reporting**   * Record students' work * Maintain lesson evaluations * Mark and return work within agreed time span, providing feedback and targets * Provide assessment reports to monitor student progress * Liaise with parents and attend consultation evenings * Work within the Code of Practice relating to Special Educational Needs   **Leadership and Management**   * Support and uphold the school's policies on behaviour, discipline, and bullying * Develop the curriculum * Coordinate the delivery of all academy and Enhance Trust policies * Contribute to staff development activities * Manage/ deployment of Teaching Assistants and the continuous professional development to maximise their impact in the classroom   **Standards and Quality Assurance**   * Support the aims and ethos of the school * Set a good example in terms of dress, punctuality, and attendance * Attend and participate in open evenings and student performances * Uphold the school's behaviour code and uniform regulations * Participate in staff training * Attend team and staff meetings   Not all the above duties will need to be performed all the time and will vary according to the needs of the school at any one time. The specific focus for the class teacher will be negotiated and agreed at the beginning of each performance management cycle.  In addition to the above duties, the postholder will carry out any other reasonable duties relevant to the role as determined by the Headteacher. |
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**KEY OUTCOMES / ACTIVITIES**

**The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.**

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| **RESPONSIBILITY FOR RESOURCES** |
| **Employees (Supervision):**  As assigned by the Headteacher/ Governing Body (Teaching & Non-Teaching) |
| **Financial:**  As assigned by the Headteacher/ Governing Body |
| **Physical:**  Responsibility (as assigned by the Headteacher) for the physical resources held in school e.g. manual or computerised information; data and records; office and other equipment; tools and instruments; vehicles; machinery; fixtures and fittings; goods, stocks and supplies. |
| **Customers and Clients:** |

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| **WORKING CONDITIONS** |
| This role is based at Sandal Magna Community Academy but ultimately the employer, being Enhance Academy Trust, can make the decision for work to be carried out across other academies within the Trust. |

**RESPONSIBILITY FOR RESOURCES**

| **CHARACTERISTICS OF THE POST** |
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| * **KS2 class teacher (0.6)** * **Curriculum Subject Lead - To Be Confirmed** * **Share class with DHT** * **EAL knowledge** * **Multiple Schools – Part of Enhance Academy Trust** * **High Level of deprivation** * **FSM Pupil Premium** * **SEND/ EHCP** * **Most recent OFSTED inspection outcome - Good**   The following employment checks are required:   * Identity Check * Rehabilitation of Offenders Act 1974 * Children’s Barred List * Prohibition from Teaching Check * Evidence of a satisfactory safeguarding check e.g., Enhanced DBS Check * Evidence of entitlement to work in the UK * Childcare Disqualification Declaration (where applicable) * Evidence of Essential Qualifications – see page 2 of this Job Specification * Two satisfactory references (including current or most recent employer) * Confirmation of medical fitness/ clearance for employment * Driving Licence clearance * Professional Registration with appropriate bodies (where applicable) * Fluency Duty * Lived or worked abroad declaration |

**POST CHARACTERISTICS**

**PERSONAL SPECIFICATION**

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| **PERSONAL QUALITIES, QUALIFICATIONS AND EXPERIENCE** | | |
|  | **Essential** | **Desirable** |
| **Qualifications/Training** | | |
| Qualified Teacher Status with good honours degree | Y |  |
| Evidence of involvement in INSET activities as a participant and as a provider | Y |  |
| Post Graduate |  | Y |
| National Professional Qualification |  | Y |
| **Knowledge** | | |
| The role of a leadership group within a school |  | Y |
| Detailed understanding of the principles and practice of primary education in Key Stages 1 and 2 plus Early Years | Y |  |
| Detailed understanding of how to plan and deliver a carefully sequenced knowledge rich curriculum | Y |  |
| The assessment, recording and reporting of pupils’ progress and achievements in the context of both the broader curriculum and the statutory requirements of the National Curriculum | Y |  |
| The school’s role in effectively providing for the needs of all pupils, including those with SEND | Y |  |
| A detailed understanding of the OFSTED Inspection Framework | Y |  |
| The process and importance of school self-evaluation | Y |  |
| Whole-school issues and their implications for financial management, including how to make effective use of additional funds, such as Pupil Premium, to close gaps in attainment | Y |  |
| The implications of group characteristics such as SEND or Pupil Disadvantage, and how to work strategically to ensure that every child has the opportunity to fulfil their potential |  | Y |
| Knowledge of recent national educational developments, initiatives, and legislation, and how they may impact on the school |  | Y |
| **Experience** | | |
| Substantial experience within the primary phase and/or Early Years and providing for educational needs across the full ability range, including SEND | Y |  |
| Leadership of one or more curriculum areas, successfully designing a coherent and well sequenced curriculum and delivering CPD to enable staff to develop expertise in the subject | Y |  |
| Successful implementation of improvement plans to improve outcomes for pupils | Y |  |
| Leading and managing staff successfully and effectively tackling under performance |  | Y |
| Working with governors including attendance and/or reporting at governor meetings |  | Y |
| Detailed knowledge of safeguarding requirements for schools | Y |  |
| Teaching the whole primary age range |  | Y |
| Working in a variety of different schools/LA’s |  | Y |
| Line managing other staff |  | Y |
| ‘Stepping up’ proactively when needed |  | Y |
| Membership of the governing body as a teacher representative |  | Y |
| **Competencies and Other Skills** | | |
| Show evidence of vision, initiatives, and leadership in managing change to enhance and raise standards | Y |  |
| Able to inspire, challenge and motivate others | Y |  |
| Support the work of colleagues and provide staff development, with an understanding of its relationship to performance management | Y |  |
| Involve staff, parents, governors, and stakeholders in the process of establishing a clear set of shared aims, objectives, and values for the school | Y |  |
| Listen and communicate effectively (both orally and in writing|) to a variety of audiences, including parents who may be reluctant to engage with school | Y |  |
| Work effectively as a member of the leadership team, keeping a high-profile approachability and visibility for all staff | Y |  |
| Set and achieve ambitious, challenging goals and targets for self and other | Y |  |
| Show strong interpersonal skills, responding appropriately to both adults and children | Y |  |
| Have a calm approach and positive attitude to behaviour management | Y |  |
| Work in partnership with the Headteacher, supporting and leading the raising of standards across the school | Y |  |
| Hold difficult conversations when necessary, and communicate messages effectively even when they may not be well received | Y |  |
| **Personal Characteristics** | | |
| Ability to manage change sensitively | Y |  |
| Calm approach including when under pressure | Y |  |
| Ability to prioritise and organise yourself and others | Y |  |
| Ability to demonstrate initiative | Y |  |
| Self-motivation | Y |  |
| Enthusiasm and the ability to lead by example | Y |  |
| A ‘can do’ person who has a flexible and positive attitude to everyday leadership | Y |  |
| Strong characteristics in line with our school values | Y |  |

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| **Date completed:** |