



KS2 Class Teacher - Fixed term until 31.08.2026

Applicant Brief July 2025



Welcome from Rebekah Brown, Headteacher

Dear Applicant,

Thank you for your interest in the post of **Class Teacher**. It's an exciting time to join us on our journey to raise standards of education in the communities we serve.

We serve over 3000 children from the ages of 2 all the way through to 18. All of our schools are located within a few minutes' drive of each other, and have worked closely together for many years. This context gives us a unique opportunity to shape a child's journey from infancy all the way through to university or a high quality alternative. This is a huge privilege and a responsibility we take very seriously in our seven schools, who share a common commitment to improving outcomes and raising aspirations for all students.

Our mission is to provide a cradle to career education that allows our children to enjoy lives of choice and opportunity. By the age of 18, we want every child to have the option of university or a high quality alternative. This means that we aim for life changing personal and academic outcomes, with no child left behind.

To achieve this, we know that students, staff and our schools themselves must strive for continual improvement, and to be 'better, every day'. Our people are our greatest resource and we will only be able to deliver on our promise of 'success and respect for all' by attracting and developing the very best.

Our work is underpinned by our core values of Equality, Integrity and Resilience. In our schools, teachers spend time ensuring that each child is known and cared for. We aim to create environments where our children are happy, inspired and eager to attend each day. We firmly believe in the value of scholarship, and aim for every child, no matter what their background, to be given the ambition, and the practical tools, to succeed academically, giving them the basis from which any career or academic goal is achievable.

I hope this pack gives you a flavour of the BLP MAT. I very much look forward to meeting you and working with you to ensure that we provide a transformational education for the young people in our care.

Please do get in touch to arrange a visit or to have an informal conversation about the role.

Rebekah Brown

Headteacher

Kippax Greenfield Primary School



The Brigshaw Learning Partnership - Background

We serve communities in Outer East Leeds and have for over a decade collaborated to ensure all children can enjoy lives of choice and opportunity.

In 2010, the schools formed a Co-operative Trust, committing themselves to working with and for each other, underpinned by co-operative values. In 2016 our schools cemented this collaboration through the formation of the BLP, a Multi-Academy Trust of 7 schools educating over 3000 children in East Leeds.

Our mission is to provide a cradle to career education that allows our children to enjoy lives of choice and opportunity. By the age of 18, we want every child to have the option of university or a high quality alternative.

We are immensely proud of our reputation for being a highly inclusive Trust. We believe that with the right combination of love, structure and high expectations, all children can achieve, regardless of their socio economic status, background or any barriers they may face.

We aim to establish great schools that develop knowledge, character and cultural capital to prepare children to play an anchor role in our community.

Our Values

- **Equality:** we are one team with one goal, unapologetically ambitious for all in the belief that every child can achieve, regardless of their background or socio economic status. We work with each other and for each other.
- **Resilience:** We give 100% effort. We don't make excuses or give up when it's hard, embracing challenges as opportunities for growth. We know success is achieved incrementally.
- **Integrity:** we are open about our successes and areas for growth and take responsibility to become better, every day.

Our strategic anchors

- **Aspirational Culture:** love, structure and high expectations for all
- **Building great teachers:** high impact school improvement, CPD and instructional coaching
- **Powerful cradle to career curriculum:** knowledge rich, raises aspirations and builds cultural capital
- **Highly effective support systems:** allow school leaders to focus on improving the quality of education and culture in their schools



Our schools

We are one team with one goal, committed to our vision to provide a transformative education from 2-18. We serve 3000 children and young people. Approximately 1600 children aged 3-11 attend our six primary schools, spread across the villages that make up our locality. The majority of our primary students attend our secondary phase, Brigshaw High school. This presents a unique opportunity for us to cohere a powerful cradle to career journey for our children and communities. Our schools are:

Allerton Bywater – 426 pupils serving the village of Allerton Bywater

Brigshaw High School – 1400 pupils

Kippax Ash Tree – 341 pupils serving the central part of the village of Kippax

Kippax Greenfield – 164 pupils serving the western side of Kippax

Kippax North – 244 pupils serving the northern side of Kippax

Methley – 427 pupils serving the village of Methley

Swillington – 178 pupils serving Swillington village

Two local church schools are associate members of the BLP, ensuring all children within our community have access to the same offer, whichever school they attend.

All trusts will say they face an ‘exciting’ future, but in the case of the BLP it has never been clearer.

Kippax Greenfield Primary School

At Kippax Greenfield, we pride ourselves on being a warm, vibrant school and place high value on our positive relationships with children, parents and the wider community.

Our mission is to provide a transformative cradle to career education that allows our children to enjoy lives of choice and opportunity. This mission is encapsulated through our school motto ‘**Growing Greatness at Greenfield**’. This mission is at the heart of everything we do and is supported by our five school values of **aspiration, collaboration, resilience, respect and responsibility**. These values apply to all aspects of school life: all of our staff and pupils know them, understand what they look, sound and feel like, and can describe how they help them to be successful.

We commit to continuous academic and personal growth: everyone, every day.



Job Description

POST TITLE:	KS2 Class Teacher - 1 Year Fixed Term
SALARY:	MPS
ACCOUNTABLE TO:	Headteacher / Line manager
HOURS OF WORK	32.5 hours per week
LOCATION	Kippax Greenfield Primary School
CLOSING DATE	13th July 2025
INTERVIEW DATE	17th July 2025

Purpose:

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.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, Professional Duties. The postholder will be expected to undertake duties in line with the Teaching Standards for qualified teachers and uphold the professional code of the Teaching Agency for England.

Main duties and responsibilities:

Teaching and Managing Pupil Learning

- Be aware of, and comply with, policies and procedures relating to Child Protection, Health and Safety, confidentiality and data protection, reporting all concerns to an appropriate person.
- 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

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 and 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.
- Implements and follows school's child protection policies and procedures.

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.

Physical Conditions:

- The post is currently based at Kippax Greenfield Primary School
- Kippax Greenfield Primary School has access by stairs and is accessible by disabled persons to the ground floor by a portable ramp on request
- This post is subject to an enhanced Disclosure and Barring Service check.



- The school operates a non-smoking policy.
- We are a nut free school.

Promotion

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

Training

The school encourages training both “in-house” and external to meet the needs of the individual and of the Service

Person Specification – Class Teacher

	ESSENTIAL ATTRIBUTES	DESIRABLE ATTRIBUTES
QUALIFICATIONS	Qualified Teacher Status	Honours degree
PROFESSIONAL DEVELOPMENT	Knowledge of current educational practice and issues Evidence of continuing professional development	Take responsibility for their own professional development



SKILLS	High level of written, oral and communication skills Ability to communicate effectively orally and in writing to a range of audiences High level of organisational and planning skills An excellent classroom practitioner Work effectively as part of a team, relating well to colleagues, pupils and parents Ability to demonstrate a commitment to equality of opportunity for all pupils Ability to investigate, solve problems and make decisions Management of people and resources Able to use own initiative and motivate others Ability to demonstrate high level ICT skills in personal and educational situations Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure	Able to offer expertise in a specific subject or area Commitment to an involvement in extracurricular activities. Evidence of sharing in and contributing to the corporate life of the school.
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KNOWLEDGE AND UNDERSTANDING	Knowledge of the provisions of national strategies, i.e. Literacy, Numeracy and ICT Effective use of ICT to support learning Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress. Full working knowledge of relevant policies/codes of practice/legislation	Knowledge of all phases of primary education the implications of the Code of Practice for Special Educational Needs for teaching and learning
LEADERSHIP	As the lead professional in the classroom show an ability to advise and support other staff Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate Plan, allocate, support and evaluate work undertaken by other staff in the classroom	Lead professional development through example and support
DISPOSITION AND ATTITUDE	Positive and optimistic attitude towards School Improvement and Inclusion Open-minded and receptive to new ideas, approaches and challenges Places high priority on effective team working and works easily and comfortably in a team environment	Commitment to an involvement in extracurricular activities. Evidence of sharing in and contributing to the corporate life of the school.
OTHER CONDITIONS	Registered with a Teaching Agency School operates a no smoking policy Agreement to the Governing Body undertaking an Enhanced Criminal Records Bureau Disclosure	



These duties are neither exclusive, nor exhaustive and the post holder will be required to undertake other duties and responsibilities which the Headteachers or Trust Board may determine.

Issues arising from references will be taken up at interview, The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance (certificate of disclosure from the Disclosure and Barring service) and pre-employment checks will be undertaken before an appointment is confirmed.

This job description may be amended at any time in consultation with the postholder.

Possible meetings with school

By appointment. Please contact the school office
kgpsoffice@brigshawtrust.com / 0113 2876195

THE BRIGSHAW LEARNING PARTNERSHIP IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN. THIS POST REQUIRES ENHANCED DBS DISCLOSURE AND THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, PRE-EMPLOYMENT HEALTH CHECK AND SUPPORTIVE REFERENCES BEFORE AN OFFER OF APPOINTMENT IS MADE, AND WILL ALSO BE SUBJECT TO RECHECKING AS APPROPRIATE

We offer:

- Outstanding career development
- Bespoke support
- Guaranteed visits to other establishments to view and share best practice
- A team of experienced and supportive SLT and staff
- Effective technology
- A focus on teaching and learning



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.



Application Process and Safeguarding Requirements

<i>Making an Application</i>	<i>Interview and Selection Process</i>
Application form If you wish to be considered for this post please complete the online application form providing 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. You will note that we require details of two referees, one of which must be your current or most recent employer. CVs are <u>not</u> accepted as part of the application process. Supporting information 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.	Those candidates who meet all the requirements for the post will be shortlisted and details of the interview programme will be confirmed in writing. 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. Under the Disability Discrimination Act 1995 and 2005, 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. We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post. <i>Induction and Continuous Professional Development</i> The head teacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment the appropriate Line Manager will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations. 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.



Pre-employment checks	School Policies
References If you are short listed, we will normally take up references before 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. DBS & Disqualification checks Employment at this school is subject to an enhanced check with children’s barred list through the Disclosure and Barring Service. Employment is also subject to a childcare disqualification check. All such checks must be satisfactory before we confirm any offer of appointment. Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are ‘spent’. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment. Please ensure you complete the Criminal Record Declaration Form and submit this alongside your completed application form. Prohibition checks (Teaching posts only) Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a new employee does not have any prohibitions, sanctions and restrictions that might	Child Protection 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 senior member of the 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 policy. Whistle Blowing 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. Code of Conduct and Personal Behaviour 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. The head teacher 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. Equal Opportunities 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. We take action to ensure that nobody is treated less favourably than anyone else because of their colour,



prevent the individual from taking part in certain activities or working in specific positions. The check is undertaken by the school using the Teacher Services, DfE Secure Access Portal.

Validation of Qualifications

All short listed candidates will be asked to bring original certificates of relevant essential qualifications for the role to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

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 can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

A satisfactory medical assessment will be required for newly appointed staff before we confirm any offer of an appointment.

race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

Full details of all these policies are available in school.

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The Brigshaw Learning Partnership Schools Map

