



ADEL ST JOHN THE BAPTIST C OF E (VA) PRIMARY SCHOOL RECRUITMENT PACK

KS2 Class Teacher

Full-time and permanent | MPR / UPR | ECTs are welcome to apply

(dependent upon experience)



Our school is committed to safeguarding and promoting the welfare of children and expects all staff, volunteers, visitors and contractors to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check.

Online checks will be completed to explore any content publicly available online that might compromise your professional role. If this is the case, this may be discussed at interview.

We promote diversity and want a workforce which reflects the population of Leeds.



Job Application Pack

For the position of

KS2 Class Teacher

MPS/UPS – Start September 2026

To apply, please complete an application form, which can be downloaded from the job vacancy page on our school website or by emailing info@adel-st-john.leeds.sch.uk. Further guidance on making an application, as well as information on our school is provided within this job pack.

Please remember to detail in your application your experience, the impact your appointment will make in terms of raising standards at Adel St John the Baptist C of E (VA) Primary School and why you are the ideal candidate. All gaps in employment must be clearly accounted for. Please also be aware that we are not permitted to accept CVs.

The application deadline for this position is:

Monday 20th April 2026 at 12.00pm

Interviews will take place on:

Tuesday 28th April 2026

To book one of our tours, please email info@adel-st-john.leeds.sch.uk with the date you would be available to visit. Tour dates and times are as follows:

- Tuesday 24th March at 8am
- Friday 27th March at 9.15am
- Monday 30th March at 4.15pm
- Wednesday 1st April at 8am

For our Ofsted Report:

<https://reports.ofsted.gov.uk/provider/21/108041>

Adel St John the Baptist C of E (VA) Primary Statutory Information
(including our Safeguarding & Child Protection Policy):

<https://www.adel-st-john.leeds.sch.uk/parent-information/statutory-school-policies>

Dear Prospective Applicant

WELCOME

Thank you for expressing an interest in becoming a member of staff at Adel St John the Baptist C of E (VA) Primary School (ASJ). We are a thriving and inclusive school at the very heart of the community and parish we serve. We are a one form entry Voluntary Aided C of E primary school located in the suburb of Adel, Leeds. Being such a small school, there is very much a family feeling that permeates every aspect of our school and is something that we cherish.

We are looking to appoint a dynamic, enthusiastic and inspirational KS2 Class Teacher who will support and uphold the strong Christian character of our school.

The aim of all colleagues at ASJ is to ensure our children are **inspired, resilient and confident** learners who are well prepared for their future beyond primary school. We work hard as a team to ensure that all staff and pupils feel happy, valued and listened to. As a multi-cultural and diverse school, we welcome applicants from all backgrounds, cultures, faiths and religions.

The successful candidate will:

- Be a highly skilled and knowledgeable individual
- Be hard-working, positive and enthusiastic with a passion for striving for excellence
- Set high expectations which nurture, inspire, motivate and challenge all pupils
- Have positive working relationships with children, staff and parents
- Promote and develop the Christian character and values of the school
- Respect and embrace the diverse intake of children and families that we serve. Living and breathing our values: Love, Serve, Support and Succeed

At Adel St John, we can offer you:

- An excellent suite of continuous professional development
- An inclusive and dynamic Church School
- A positive and well-resourced indoor and outdoor learning environment
- Happy children with excellent behaviour and a love of learning who make a positive contribution to the caring culture of the school
- A well-informed Governing Body which provides an appropriate balance of challenge and support
- Enthusiastic and talented staff who are passionate about the children in their care
- Effective and established partnerships within the community and family of schools

You can also find out more information about our school by visiting our [school website](#).

Yours sincerely

Peter Dalrymple
Head Teacher

SCHOOL OVERVIEW

We are a one-form entry primary with a pupil admission number of 30. The number of pupils on roll is 210. We are fortunate to be in a green belt space, enjoying all aspects of village life and located very close to the city with all the cultural and curriculum benefits this brings.

We work closely with schools locally as an active member of the North West Family of Schools group and as an associated partner of the Leeds North West Education Trust.

As a Church School, we have strong partnerships with Leeds Diocese, local Church schools and with Adel Church. We visit Adel Church for Harvest, Advent, Easter and the nativity of St. John the Baptist and welcome Reverend Alison to lead collective worship once a week. We aim to reflect Christian values in the everyday life of the school.

OUR VISION

Our vision is to love, serve, support and succeed.

This vision is rooted in the new commandment given by Jesus to his disciples to *'love one another, as I have loved you'* (John 13:34).

Following Jesus' example, love is at the very heart of everything we do. All of our Christian Values stem from the central value of love. Our shared loving service of one another provides support for all to reach their full potential.

We have defined this in child friendly language:

- We love by caring for the world and its people.
- We serve by showing that we care about others' needs as much as our own.
- We support by growing and learning together.
- We succeed by becoming who God intends us to be.

OUR INTENT

- to provide the highest quality education for all, ensuring **every child has a chance to shine**
- to cultivate a Christian environment that is **inclusive, safe, stimulating and caring**
- to foster **inspired, resilient and confident learners**
- to enable children to be **critical thinkers who communicate effectively**
- to nurture **respectful citizens** who are valued members of their community and are committed to **fairness, equality and social justice**

THE CURRICULUM

We want to ensure that our children secure firm knowledge-rich foundations on which they can build throughout their time at ASJ, as they transition into Key Stage 3 and beyond. Using the national curriculum as a starting point, rather than boundaries to remain within, we offer an ambitious curriculum with our core Christian values front and central.

“Memory is the residue of thought.” Daniel T Willingham

The ASJ curriculum is designed with knowledge at its heart to ensure that children develop a **strong vocabulary base and extensive understanding of the world**. The curriculum promotes long-term learning, and we believe that progress means **knowing more and remembering more**. As pupils learn the content of the curriculum, they are making progress. We have developed a curriculum built on current research regarding how memory works to ensure that children not only have access to 'the best that has been thought and said' but are taught this in a way that ensures children can remember the curriculum content in future years.

Spirituality is at the heart of our curriculum. It is a connection to something that is bigger than ourselves. It is about awe and wonder, asking ultimate questions and being inspired to look beyond ourselves and serve and care for others and the world.

Job Description

KS2 Class Teacher Subject Leadership

Full Time and Permanent

Pay range: MPS/UPS. ECTs are welcome to apply.

Accountable to Deputy Head Teacher (Phase Leader) and the Head Teacher

Introductory Statement

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and the Teachers' Standards Document.

PURPOSE OF THE JOB

- To enable all pupils to achieve high standards of learning and well-being.

Main duties

- 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.
- 1. Promote good progress and outcomes by pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - plan teaching to build on pupils' capabilities and prior knowledge
 - 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.
 - 2. 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.
 - 3. 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).
 - Knowledge and understanding of strategies to teach phonics and early reading.
 - 4. 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.

5. 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.

6. 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.

7. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school, including supporting PTA events over the academic year
- 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
- to work flexibly and positively across departments and job roles to ensure the very best provision for our students
- the job description and allocation of particular responsibilities may be amended through appropriate consultation from time to time.

8. Safeguarding

- To be aware and to implement the school's policies and procedures and safeguarding children in school and during school activities and events.
- Our school is committed to safeguarding and promoting the welfare of children and expects all staff, visitors and volunteers to share this commitment.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, contractors and visitors to share this commitment. Appointments will be subject to an enhanced DBS disclosure.

Online checks will be completed to explore any content publicly available online that might compromise your professional role. If this is the case, this may be discussed at interview.

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KS2 Class Teacher

PERSON SPECIFICATION

Key: App – Application Form Ref – Reference SP – Selection process. This could include a range of exercises, including an interview.	Essential/ Desirable	How identified
Qualifications		
<ul style="list-style-type: none"> • Honours Degree 	E	App
<ul style="list-style-type: none"> • Qualified Teacher Status 	E	App
Special Knowledge		
<ul style="list-style-type: none"> • Knowledge of primary curriculum 	E	App/SP
<ul style="list-style-type: none"> • Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils’ attainment and progress 	E	App/SP
<ul style="list-style-type: none"> • Thorough knowledge of safeguarding children in education 	E	App/SP
<ul style="list-style-type: none"> • Understanding of the implications of the Code of Practice for Special Educational Needs and Disabilities 	D	App/SP
<ul style="list-style-type: none"> • Evidence of continuing professional development 	E	App/SP
Skills		
<ul style="list-style-type: none"> • An excellent classroom practitioner 	E	App/SP
<ul style="list-style-type: none"> • Excellent written, oral and communication skills 	E	App/SP
<ul style="list-style-type: none"> • High level of organisational and planning skills 	E	App/SP
<ul style="list-style-type: none"> • Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them 	E	App/SP
<ul style="list-style-type: none"> • Ability to investigate, solve problems and make decisions 	E	App/SP
<ul style="list-style-type: none"> • Ability to demonstrate high level ICT skills 	E	App/SP
<ul style="list-style-type: none"> • Work effectively as part of a team, relating well to colleagues, pupils and parents 	E	App/SP

• Ability to demonstrate a commitment to equality of opportunity for all pupils	E	App/SP
• Management of people and resources	E	App/SP
• Ability to use own initiative and motivate others	E	App/SP
• Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure	E	App/SP
• Ability to offer expertise in a specific subject or area	D	App/SP
Experience		
• Ability to teach across primary age range	E	App/SP
• Experience of teaching in Year 6	D	App/SP
• Experience leading subjects across EYFS-Year 6	D	App/SP
• Experience teaching pupils with additional needs in a mainstream setting and making curriculum adaptations	E	App/SP
Attributes		
• Excellent classroom management and organisational skills	E	App/SP
• Open-minded and receptive to new ideas, approaches and challenges	E	App/SP
• Places high priority on effective team working and works easily and comfortably in a team environment	E	App/SP
• Commitment to an involvement in extra-curricular activities	E	App/SP
Safeguarding Children		
• Ability to maintain appropriate relationships and personal boundaries with children and young people	E	App/SP
• Emotional resilience when working with challenging behaviours and appropriate attitude to the use of authority to maintain discipline	E	App/SP
• An understanding of statutory safeguarding responsibilities	E	App/SP

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