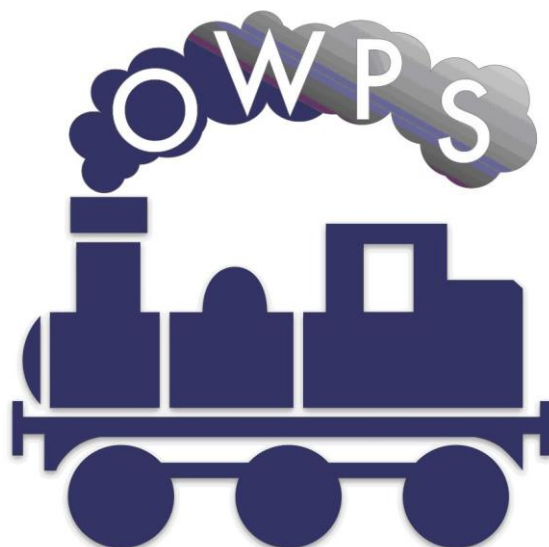


ORTON WISTOW PRIMARY SCHOOL

'Taking **PRIDE** in all we do.'



Class Teacher Information Pack September 2021



Artsmark
Silver Award
Awarded by Arts
Council England



Peterborough
Eco Framework
Flag Awarded Summer 2017



27 April 2021

Dear Candidate

Thank you for showing interest in applying for the **Class Teacher** post at Orton Wistow Primary School.

I hope that the information contained in this pack will give you a flavour of our school. We firmly believe that our greatest selling point is the school itself and we are confident that you'll want to apply once you've seen the school. If you are able, you are welcome to arrange a visit to the school by contacting Karen Russell: 01733 370646 / krussell@owps.org.uk.

We do not know which year group the post will be in apart from that it will be in Key Stage Two. We work very much as a team. One of our greatest strengths is that we have a Wistow Way of doing things that is created together. We share out the job of creating the resources we need and pull together to get the big things done. Any new member of staff joining us has the benefit of a supportive team of colleagues; always on hand to answer any questions and to offer advice.

We are keen to grow staff and all of our teachers lead a subject. All teaching staff are involved in our Moderation, Monitoring and Measuring activities, there are no formal lesson observations and all teachers have a rolling Performance Management target where they pick the things they want to improve as a teacher. All teachers also have a professional partner who co-plans a lesson with them and then each teacher observes the other and gives feedback.

Despite the drama and upheaval of the last year, we have continued to go from strength to strength. The year tested us all, but team work, good humour and the support of colleagues got us through it. Last year, we conducted a number of research projects which led to us redesigning and improving our curriculum, which we have called Curriculum 2.0, as well as an ambitious new approach to the teaching of reading. I have included a copy of our Topic Map, and example Curriculum 2.0 documents and an example Knowledge Organiser at the end of this pack to give you a flavour of what we have been working on.

An application form can be downloaded from our website or we can email one to you if you prefer. **All application forms should be accompanied by a letter of application (no longer than 2 sides of A4 -full details included).**

The closing date for applications is **Monday 10 May 2021, 12 Noon**

We will shortlist on **Tuesday 11 May 2021** and will contact successful candidates straightaway, so please make sure you have given us contact details for reaching you by phone. We will also be approaching referees that day, so please make sure that your referees are aware of this.

Interviews will be held in school on **Thursday 13 May 2021**

OWN Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The Academy will require the successful candidate to provide satisfactory references and undertake an Enhanced check with the Disclosure and Barring Service.

If you have not heard from us by the end of **Tuesday 11 May 2021** please assume that you have not been successful in this instance. May we take this opportunity of wishing you every success with your career.

Yours sincerely



Simon Eardley
Headteacher

About Our School

Orton Wistow Primary School is an Academy and part of the OWN Trust, alongside Woodston Primary School and Nene Valley Primary School. We are much larger than most other primary schools with 420 pupils on roll at present, arranged in 14 classes (two in each year group).

The school mainly serves the areas of Orton Wistow, Alwalton, Chesterton, Cherryfields and parts of Orton Northgate. We are a very popular school with the majority of children coming from out of our catchment area.

Our school philosophy is based on a strong partnership between home and school, which has been judged as Outstanding by Ofsted. We work hard with our parents to engage them in the life of the school and in their children's learning and we benefit from their support. We have a lively, engaging curriculum which means that no two days are the same! It is part of what keeps us motivated and excited about working at the school. We are incredibly fortunate to work in a stunning school and grounds which is well resourced. Team work is at the heart of all that we do. Teachers plan their work together and work closely to share best practice.

We try to involve all staff in the big decisions and in the day to day running of the school and this helps staff to feel consulted and involved. School management is shared between the Headteacher, Deputyhead and four Team Leader Posts (FS, Years 1/2, Years 3/4 and Years 5/6).

We are supported by a great Governing Body and Trust who offer us support, challenge and encouragement. The Governors and Trust are committed to developing the team of staff and we look positively at continued professional development. Relationships between Governors, the Trust, staff and parents reflect the school's partnership approach.

Our last full Ofsted inspection was in October 2016, and we received an excellent report, which included the following statements about the School;

- Orton Wistow Primary School is a place where pupils are exceptionally well cared for and develop a love of learning.
- The bright displays are not only a reflection of high-quality pupil work, but also provide pupils with a stimulating environment in which to learn. Pupils recognise and appreciate this. One pupil told me that the school is 'a lovely environment to learn in'. Many of his peers echoed this sentiment throughout the day.
- You have developed a varied curriculum to ensure that pupils have access to rich experiences supported by a range of visits and speakers.
- It is a distinctive feature of this school that pupils mix exceptionally well together. Positive relationships are the norm and this harmonious atmosphere contributes to an environment in which pupils feel secure in their learning and play.

We are a forward thinking school that is always looking to improve the experience we give children and staff. We are confident that if you were to join our school, you would feel motivated and excited by the opportunities that you would be given. Our staff tell us that it is the team spirit at the school that is one of our greatest strengths and they know that they are offered support from all colleagues.

We know that working in a school is a challenging job and the role doesn't get any easier. However, we believe that being happy where you work makes a massive difference to job satisfaction.

Our PRIDE Code underpins all that we do as a school.



Little did we know when we created the PRIDE Code on 2007 that it would play such a critical role in the work of the school. Although perhaps simpler and less detailed than what you might find at other schools, our PRIDE Code sums up in five statements what we expect from all members of our community. Most importantly, it is not some dusty relict that sits on a shelf, every child and adult at the school can tell you what the PRIDE Code is and what it looks like in action.

From the children's first experience of school, often on the days they visit as a new Foundation Stage pupil, we introduce the children to the PRIDE Code. Conversations about our expectations and when someone has made a poor choice will

always come back to the PRIDE Code. We look for examples of the PRIDE Code in action every day and make sure that the children recognise when they are showing it. This recognition extends to our special PRIDE postcards which we send home, the Dojo points we award in class which parents hear about via the app and finally through the end of year reports. We also refer to the PRIDE Code in our weekly assemblies and makes links for the children so they can see how broader issues, such as British Values, are linked to the code we have in school.

Teacher Views

We asked our teachers why they enjoyed working at Orton Wistow and these are some of the things they said;

'I like the way that new innovations, ideas and suggestions for development are welcomed and encouraged. This makes staff feel that, whatever their role, their input is valued.'

'OWPS is a welcoming, nurturing school for any teacher to work in - the curriculum is challenging, exciting and progressive and staff well-being is a high priority. Everybody has real team spirit and a positive 'can do' attitude that reflects in the hard work of the pupils and the excellent parent support.'

'I often think about the days when perhaps a lesson hasn't gone very well or your class hasn't responded. It is days like that when I think working at OWPS feels different to other places. Having support from your team and, by team I mean all of the adults working at the school, is something which you don't find in many schools.'

'Being part of a supportive, friendly team and working in a lovely school environment.'

'As a new teacher to Orton Wistow, I have received lots of support. Everyone is really friendly and it's a lovely, calm school. The expectations of the teachers are very clear, so consistency is a real strength.'

'I joined OWPS this September and have received such a warm welcome. Everyone has been so helpful and patient with my many queries, this has enabled me to settle quickly and to feel very much part of the team.'

'Teaching at OWPS has been one of the most enjoyable and rewarding experiences of my career. Dedicated and supportive colleagues, great opportunities for CPD, fantastic teamwork, a work life balance and lovely children... that's just the start of why OWPS is such a great place to work.'

'The best thing about being a teacher at OWPS...is knowing you're always just moments away from support. Staff at Wistow work together to help each other, both professionally and personally.'

'The working environment is spacious and bright. All staff and children take care of and have a sense of pride for their classes and shared areas. There is good team spirit between staff and all are made to feel welcome. I wouldn't dream of working anywhere else!'

'I love working alongside inspirational teachers, making a difference to the children of the future. OWPS prides itself on staff wellbeing; staff work together to share ideas and to plan a rich and exciting curriculum for the children. I am proud to be a teacher at Orton Wistow Primary School.'

Parent Comments

Year 6 Parent

'Thank you for XXX's school report. How you've had the time to complete these to such high detail is beyond us! We are very pleased with your comments and your advice and can see that XXX has made excellent progress in Yr6 despite the obvious hiccup of learning to work at home. It feels too early to say this but.....thank you for all you've done for him. From the moment we first met Mrs Fidgett we have known what an excellent school you are. He has loved being taught by every teacher and we are grateful to his teachers, the TAs and all the staff who have cared for him over the years.'

Year 2 Parent

'What an amazing school report!!! I am so grateful to OWPS and especially Mrs Granville for helping XXX through year 2, he has had a brilliant year and enjoyed the range of topics, often coming home to tell me facts that he has learnt or asking me if we can google answers to questions he had. XXX has gone from strength to strength in each school year and I am immensely proud of how well he is

doing. Thank you for all of your continued support in the last year that has faced multiple additional challenges, the effort the students have applied and the fantastic reports that are being sent out is a true reflection on how good OWPS is and the quality of care the staff provide. Have a lovely summer.'

FS Parent

'My heart swelled with pride as I was reading XXX's report. We knew his first year of school may be challenging in some areas especially writing as this is his least favourite activity, whether at home or school. I was very proud to hear he truly tries his best at school and gives it his all. In this very unusual times, XXX had a very enjoyable first year of school. He made new friendships and further developed the ones already there. He has got many fond memories of foundation and I would like to say thank you to the great team there that showed him, just how much fun learning really is.'

Questionnaire Results

We make sure that we ask staff and parents about what they think about the work we do because we want to know what we do well and what we could improve. Our results are always very good

Staff Questionnaires

| | Blank | Senior Leader | Teacher | Support staff - teaching | Other | | |
|--|-------|--------------------|-----------------------|--------------------------|----------------------------|---------------------|------------------|
| Management level/role | 5% | 10% | 24% | 32% | 29% | | |
| | Blank | Yes | No | | | | |
| Were you working at this school when it was last inspected? | 0% | 73% | 27% | | | | |
| | Blank | Yes - a lot better | Yes - a little better | POSITIVE | Neither better or worse | No - a little worse | No - a lot worse |
| If you answered yes, do you think this school has improved since it was last inspected? | | 65% | 26% | 91% | 10% | 0% | 0% |
| | Blank | Strongly Agree | Agree | POSITIVE | Neither agree nor disagree | Disagree | |
| I am proud to be a member of staff at this school. | 0% | 88% | 12% | 100% | 0% | 0% | |
| | Blank | Strongly Agree | Agree | POSITIVE | Neither agree nor disagree | NEGATIVE | Unable to answer |
| Pupils are safe at this school. | 0% | 85% | 15% | 100% | 0% | 0% | 0% |
| Staff consistently manage the behaviour of pupils well. | 0% | 29% | 68% | 97% | 2% | 0% | 0% |
| The Pupil's behaviour is at least good at this school. | 0% | 39% | 61% | 100% | 0% | 0% | 0% |
| Leaders support staff well in managing behaviour. | 0% | 44% | 49% | 93% | 5% | 0% | 2% |
| The school deals with cases of bullying of pupils effectively (bullying includes persistent name-calling, online or prejudice-based bullying). | 2% | 59% | 34% | 93% | 0% | 0% | 5% |
| Leaders use professional development to encourage, challenge and support teachers' improvement. | 5% | 39% | 49% | 88% | 5% | 0% | 2% |
| Leaders do all they can to ensure the school has a motivated, respected and effective teaching staff. | 2% | 46% | 42% | 88% | 10% | 0% | 0% |
| Leaders have created a climate in which teachers are trusted to take risks and innovate in ways that are right for the pupils. | 7% | 39% | 49% | 88% | 2% | 0% | 2% |

| | | | | | | | |
|---|----|-----|-----|------|-----|----|----|
| This school has a culture that encourages calm and orderly conduct and is aspirational for all pupils. | 0% | 61% | 39% | 100% | 0% | 0% | 0% |
| The school challenges all pupils to make at least good progress. | 0% | 54% | 42% | 96% | 2% | 0% | 2% |
| The school is well led and managed. | 0% | 63% | 37% | 100% | 0% | 0% | 4% |
| Leaders and managers take workload into account when developing and implementing policies and procedures so as to avoid placing unnecessary burdens on staff. | 2% | 24% | 56% | 80% | 12% | 0% | 5% |
| I feel well supported working in this school | 0% | 51% | 46% | 97% | 2% | 0% | 0% |
| All staff are treated fairly and with respect at this school | 0% | 47% | 44% | 91% | 7% | 2% | 0% |
| Leaders and managers are considerate of my well-being | 0% | 44% | 44% | 88% | 10% | 2% | 0% |
| I enjoy working at this school | 0% | 71% | 29% | 100% | 0% | 0% | 0% |
| I am aware of the school's priorities. | 0% | 59% | 42% | 101% | 0% | 0% | 0% |
| The school seeks the views of staff and takes account of their suggestions and concerns. | 0% | 32% | 63% | 95% | 5% | 0% | 6% |
| Communication in school is good. | 0% | 49% | 44% | 93% | 7% | 0% | 0% |
| School tackles the curriculum well and innovatively. | 0% | 63% | 32% | 95% | 0% | 0% | 5% |
| School integrates well with the local community. | 2% | 24% | 63% | 87% | 10% | 0% | 0% |
| We are well supported by parents in achieving the school's aims. | 0% | 24% | 66% | 90% | 10% | 0% | 0% |

Parent Questionnaires

| Ofsted Questions | | | Blank | POSITIVE | Ofsted National Comparison (where possible) | NEGATIVE | Don't Know |
|------------------|--|----------------------------------|-------|----------|---|----------|------------|
| ✓ | My child is happy at this school. | | 1% | 95% | 91% | 3% | 0% |
| ✓ | My child feels safe at this school. | | 1% | 98% | 91% | 1% | 0% |
| ✓ | The school makes sure its pupils are well behaved. | | 1% | 96% | 86% | 3% | 1% |
| | | My child has not been bullied' | | | My child has not been bullied' | | |
| ✓ | My child has been bullied and the school dealt with the bullying quickly and effectively. | 60% | 7% | 23% | 63% | 19% | 6% |
| ✓ | When percentage of those who replied (Don't knows excluded) | | | 86% | | 14% | |
| ✓ | The school makes me aware of what my child will learn during the year. | | 1% | 97% | 84% | 1% | 1% |
| | | 'I have not raised any concerns' | | | 'I have not raised any concerns' | | |
| ✓ | When I have raised concerns with the school they have been dealt with properly. | 35% | 2% | 58% | 28% | 4% | 1% |
| | | | Blank | Yes | | No | |
| ✓ | Does your child have special educational needs and/or disabilities (SEND)? | | 4% | 10% | | 86% | |
| ✓ | If yes, how strongly do you agree with this statement: 'My child has SEND, and the school gives them the support they need to succeed.' When percentage of those who replied | | | 72% | | 28% | |
| ✓ | The school has high expectations for my child. | | 2% | 90% | 85% | 4% | 4% |
| ✓ | The school lets me know how my child is doing. | | 0% | 95% | 88% | 4% | 0% |
| ✓ | There is a good range of subjects available to my child at this school. | | 1% | 97% | 91% | 0% | 3% |
| ✓ | My child can take part in clubs and activities at this school. | | 0% | 91% | 91% | 3% | 6% |
| ✓ | The school supports my child's wider personal development | | 2% | 89% | 81% | 3% | 7% |
| | | | Blank | Yes | Yes | No | |
| ✓ | I would recommend this school to another parent. | | 4% | 94% | 87% | 3% | |
| ✓ | I would recommend this school to another parent. (When Blanks removed) | | | 97% | | 3% | |
| ✓ | My child receives appropriate homework for their age | | 1% | 91% | | 6% | |
| ✓ | The school positively promotes the wearing of school uniform/colours. | | 0% | 99% | | 0% | |
| | Good attendance and punctuality are promoted. | | 0% | 99% | | 0% | |
| | Staff encourage my child to become mature and independent. | | 0% | 96% | | 1% | |
| | Staff expect my child to work hard and do his or her best. | | 1% | 97% | | 0% | |
| | This school is well led and managed | | 1% | 96% | | 2% | |
| | The school communicates well with parents. | | 1% | 95% | | 2% | |
| | For parents whose children worked at home during the period when the school was closed to most children. 'My child was well supported at home.' | | 5% | 84% | | 10% | |
| | For parents whose children came to school during the period when the school was closed to most children. 'My child was well supported at home.' (Don't knows excluded) | | | 98% | | 1% | |
| | During the Covid19 period (March to present), the school communicated well with parents to keep them informed of what was happening. (Don't knows excluded) | | 0% | 98% | | 2% | |



Ethos

Working as one to believe,
achieve and succeed.



Belief

Develop the whole child within
and beyond the curriculum.
Motivate our learners and
encourage their creativity and
curiosity. Everybody deserves
the opportunities they need to
succeed. Treat everyone equally
and with respect. Find and nurture
what makes each person an
individual.



Character

Ambitious, Courageous, Reflective,
Open, Passionate, Innovative, Nurturing,
Enthusiastic and Fun.

OUR

PURPOSE



Focus

To leave a lasting, positive
impression on every learner so
that they can take their place
in the world as an independent,
well-rounded citizen.



Dream

To be revered as an exemplary
place of learning that enables all of
us to flourish and to achieve our best.



Greatest Imaginable Challenge

To achieve outstanding
results whilst ensuring we
instil the PRIDE Code in
each learner.



ORTON WISTOW PRIMARY SCHOOL

Facilities

We have a stunning building which includes;

- ✿ A large open-plan Foundation Stage Unit with easy access to a beautiful outdoor area
- ✿ Stunning classrooms throughout the school. All of our KS2 classrooms benefit from bi-fold doors which open out onto our stunning outdoor spaces.
- ✿ Four semi-open plan classrooms for Upper Key Stage Two around a central octagon
- ✿ A pupil wellbeing room which is used for sensory circuits and as a safe space
- ✿ A training room for staff meetings, training for parents and other groups
- ✿ Small 'break-out' rooms for children and staff to work on projects
- ✿ A library with a glass atrium roof and librarian
- ✿ A Chromebook between two children as well as iBoards in classrooms
- ✿ Two large playgrounds, one for FS-Y4 and a separate one for Y5 and 6
- ✿ A woodland area which we are currently developing,
- ✿ A tyre play system,
- ✿ Outdoor classroom,
- ✿ Outdoor Story Area
- ✿ A children's kitchen thanks to the Friends of Wistow School
- ✿ A staffroom ensuring staff have adequate space to work and train and rest
- ✿ Work spaces for staff to use during their PPA time
- ✿ Our own Before and After School Club



Working Together

Ofsted have judged our work with parents and carers as Outstanding and we are proud of this achievement.

Our strong relationship with our parent body starts from when their child gets a place at the school. Strong transition arrangements including taster sessions at the school, visits to pre-school settings and home visits help ensure a settled start for children.

We also provide numerous opportunities for parents and carers to join us in school to see what we do each day. These include:

- ★ Stay and Play sessions when Foundation Stage parents can stay and learn alongside their child
- ★ From Year 1 – 6, parents are invited in once a term for one of our '2 Can Learn' or 'Family Learning' sessions, completing an activity with their children.
- ★ Mother's Day and Father's Day Lunches
- ★ Special meals for Grandparents
- ★ Class assemblies for Years 1, 3, 4 and 5 and bigger performances for FS, Years 2 and 6
- ★ Twice a year we hold formal parent consultation appointment, in the summer term this is an open evening for parents to attend if they wish to discuss their child's end of year report. In addition parents are welcome to make

appointments to visit their teacher all year round.

- ★ Besides this, we encourage parents to volunteer to help in school, whether regularly or when they have the free time. We have a thriving Parent Teacher Association, the Friends of Wistow School, who provide wonderful fun activities for children and their families whilst raising funds for the school.

Children's Voice



We value the contribution that our children can make to the school being the best that it can be. Subject Leaders interview children as part of their Learning Walks. We are fortunate that our Governors will often join us for Learning Walks and this gives them the opportunity to talk to children as well.

Every week we have a dedicated slot on the timetable for talking to our classes about the issues that are affecting them.

All the children belong to one of the four Houses in school and this also gives them the opportunity to have a say.

Curriculum

During a child's education at Orton Wistow he / she will encounter a variety of experiences. The curriculum of the school is divided into the following categories: -

| | | |
|-------------|-----------|--------------------------|
| English | History | Physical Education |
| Mathematics | Geography | Design Technology |
| Science | Art | Religious Education |
| Computing | Music | PSHE |
| | | Modern Foreign Languages |

Much of our work with children follows cross-curricular themes which are planned by our teachers in teams, taking into account the stage of development of individual children. (Topic Map included below). Our curriculum strategy follows closely the regulations of the National Curriculum in such a way that children achieve their maximum potential.

As a School, we wish for our pupils to experience a "Connected Curriculum" which:

- ★ Is broad, rich and inspiring
- ★ Makes meaningful links between separate curriculum areas
- ★ Builds on the children's prior understanding and draws upon their skills
- ★ Allows the children to learn according to their preferred learning styles
- ★ Allows flexibility for children to shape the direction of their learning
- ★ Is clearly based on first-hand experience
- ★ Allows children to become better learners
- ★ Enthuses and engages children and teachers



- ★ Improves standards
- ★ Strengthens inclusion.



The school curriculum is enriched by a broad range of first hand experiences which

include theme days, guest speakers and visits to places of interest. Staff, children and parents all rate the curriculum highly. We have four residential trips in a typical non-Covid year.

We firmly believe that children gain a great deal from these first hand experiences. A number of after school and lunchtime clubs operate for those pupils who wish to take advantage of them, for example; choir, recorder, tri-golf, football, netball, creative dance and sewing.

As already stated, team work and collaboration underpin all that we do as a school and this is reflected in the way that we organise leadership of the curriculum.

Subject: Science - Light

Year: 3

Term: Autumn



Vocabulary

Define the word and include etymology if useful.


 Knowledge
What children will know

| Learning | Teaching | Assessment |
|-------------|----------|------------|
| Remembering | Telling | Testing |

Recognise that they need light in order to see things and that dark is the absence of light

Notice that light is reflected from surfaces

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes


 Understanding
What children will understand

| Learning | Teaching | Assessment |
|------------|----------|------------|
| Practising | Coaching | Observing |

Recognise that shadows are formed when the light from a light source is blocked by a solid object.

Understand what might cause shadows to change.


 Skills
What children will be able to do

| Learning | Teaching | Assessment |
|------------|--------------|------------|
| Reflecting | Facilitating | Evaluating |

Find patterns in the way that the size of shadows change and the ways the shadows change as the light source moves or the distance between the light source and the object changes.

Working Scientifically

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Use straightforward scientific evidence to answer questions or to support their findings.

Reflect - When light from an object is reflected by a surface, it changes direction. It bounces off the surface at the same angle as it hits it. From the Latin reflex – which means bent back.

Light source - Light comes from different sources called light sources; our main natural light source is the sun. Other sources include fire, stars and man-made light sources such as light-bulbs and torches

Shadows a dark shape that is formed when an object blocks a source of light.

Opaque - not able to be seen through; not transparent.

Transparent - allowing light to pass through so that objects behind can be distinctly seen from Latin *transparere*, from *trans*- 'through' + *parere* 'appear'.

Translucent - allowing light, but not detailed shapes, to pass through; semi-transparent. Latin *translucent*- 'shining through', from the verb *translucere*, from *trans*- 'through' + *lucere* 'to shine'

Orton Wistow Primary School Knowledge Organiser

Year : 3

Term : Autumn

Subject : Science - Light



Vocabulary

Reflect - When light from an object is reflected by a surface, it changes direction. It bounces off the surface at the same angle as it hits it.

Light source - Light comes from different sources called light sources; our main natural light source is the sun. Other sources include fire, stars and man-made light sources such as light-bulbs and torches

Shadows - a dark shape that is formed when an object blocks a source of light.

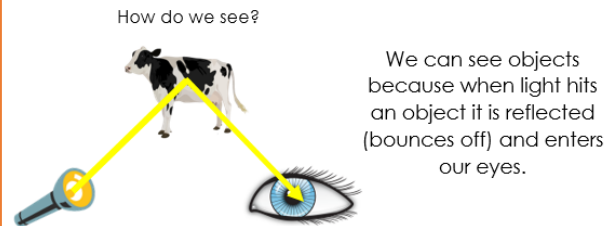
Opaque - not able to be seen through; not transparent.

Transparent - allowing light to pass through so that objects behind can be distinctly seen.

Translucent - allowing light, but not detailed shapes, to pass through; semi-transparent.



Knowledge



Reflection

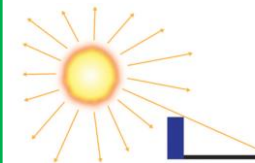


Light reflects off a mirror like a ball hitting a hard surface.



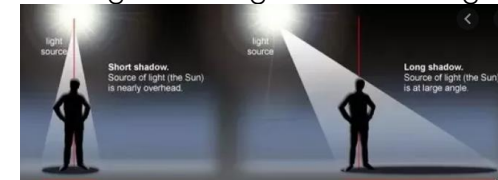
Understanding

Shadows are formed when light is blocked.



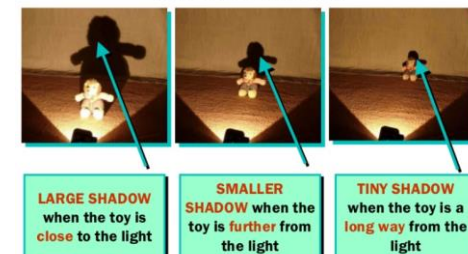
Shadows change when either...

- The angle of the light source changes



- The distance between the object and the light source changes.

Size of shadows



Topic Map

| Yr | | Autumn | Spring | Summer |
|----|-----------|---------------------------------------|--|--|
| 1 | History | Blast from the Past - Toys | | Changes within living memory -seaside |
| | Geography | | Comparing Peterborough with a non-European locality (Rainforest) | Use basic geographical vocabulary to refer to key physical and human features, |
| | Science | Everyday Materials / Seasonal Changes | Plants | Animals including humans |

| Yr | | Autumn | Spring | Summer |
|----|-----------|---|---|---------------------------|
| 2 | History | Explorers | Kings and Queens | |
| | Geography | United Kingdom / seven continents and five oceans | Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features | |
| | Science | Plants | Uses of everyday materials | Animals, including humans |

| Yr | | Autumn | Spring | Summer |
|----|-----------|---------------------------------------|--|-------------------------------|
| 3 | History | The Stone Age | Ancient Egypt | The Tudors (Local Study Unit) |
| | Geography | Land Use Human and physical geography | Rainforests Human and physical geography | The UK Locational knowledge – |
| | Science | Rocks | Animals, including humans | Plants |

| Yr | | Autumn | Spring | Summer |
|----|-----------|-----------------------------|--|----------------------------------|
| 4 | History | The Romans/Our Roman Legacy | The Mayans | Benin |
| | Geography | Extreme Earth | Water | Pirates - All Around the Worlf |
| | Science | Sound & Electricity | Animals, including humans & States of matter | Living things and their habitats |

| Yr | | Autumn | Spring | Summer |
|----|-----------|----------------------------------|--------------------------|---|
| 5 | History | Anglo Saxons | Ancient Greece | The Vikings |
| | Geography | Somewhere to Settle | Exploring Eastern Europe | Geographical skills and fieldwork – |
| | Science | Living things and their habitats | Forces | Animals, including humans / Earth and Space |

| Yr | | Autumn | Spring | Summer |
|----|-----------|---------------------------------------|---------------------------------------|---|
| 6 | History | Key British Monarchs and their Impact | WW2 – Local Study Unit (Peterborough) | British Popular Music – 1950's to present day |
| | Geography | Trading and Economics | Our Changing World | The Amazing Americas |
| | Science | Electricity | Living Things and Their Habitats | Animals, including humans |

Orton Wistow Primary School Staff List – April 2021

Teaching Staff

| | |
|-------------------|--------------------|
| Simon Eardley | Headteacher |
| Colin Marks | Deputy Headteacher |
| Laura Porter | FS Team Leader |
| Sarah Granville | KS1 Team Leader |
| Hayley Fidgett | LKS2 Team Leader |
| Katy Wyatt | UKS2 Team Leader |
| Jessica McIntosh | Class Teacher |
| Holly Ellis | Class Teacher |
| Jill Ironside | Class Teacher |
| Kirsten Scarff | Class Teacher |
| Lauren Morris | Class Teacher |
| Tom Newton | Class Teacher |
| Ben Cowles | Class Teacher |
| Lauren Jeffery | Class Teacher |
| Rachel Tansley | Class Teacher |
| Jo Simmons | Class Teacher |
| Linda Harries | .5 SENCO |
| Catherine Chapman | .4 Cover Teacher |
| Emma Edwards | .6 Cover Teacher |
| Anna Hayden | .4 Cover Teacher |

Office Staff

| | |
|-----------------|--------------------|
| Kate McLaughlin | Office Manager |
| Sue Nalton | Clerical Assistant |
| Karen Russell | Clerical Assistant |
| Sara Cole | Finance Assistant |
| Fiona Schneider | Digital Lead |

Catering Staff

| | |
|-----------------|--------------------|
| Libbi Anderson | Catering Manager |
| Cremilda Inacio | Catering Assistant |
| Michelle Eades | Catering Assistant |
| Matthew Babbs | Catering Assistant |

Site/Cleaning Staff

| | |
|-----------------|-------------------|
| Danny Clifton | Cleaner in Charge |
| Rachel Firth | Cleaner |
| Susan Hawkswell | Cleaner |
| Mark Clifton | Cleaner |
| | |
| | |

Classroom Support Staff

| | |
|--------------------|-----------------|
| Tracey O'Hara | HLTA |
| Kim Kempster | HLTA |
| Rachel Khan | HLTA |
| Rosie MacColl | Unit TA |
| Sarah Fincham | TA / Unit TA |
| Rachel Francis | Unit TA |
| Lynne Swindells | Unit TA |
| Tina Wilbert | Nursery Nurse |
| Claire Esposito | FS TA |
| Anita Lewis | FS TA |
| Sue Matthewman | TA |
| Kelly Samuels | 1 to 1 TA |
| Shameem Dar | TA |
| Caroline Ricciardi | TA |
| Susan Guttman | TA |
| Nicola Marchant | TA |
| Jenny Wharton | TA |
| Sue Sharman | TA |
| Kay Byrne | TA |
| Fiona Schneider | TA |
| Gurdeep Kaur | TA |
| Janine Barker | TA |
| Sarah Stitson | 1 to 1 |
| Sarah Gash | 1 to 1 |
| Alison Clark | 1 to 1 |
| Rebecca Campling | Librarian |
| Jackie Johnson | Learning Mentor |

Midday Supervisor Staff

| | |
|--------------------|--------------------------|
| Caroline Ricciardi | Senior Midday Supervisor |
| Kerry Hayes-Palmer | MDS |
| Lisa Hall | MDS |
| Kelly Samuels | MDS |
| Kay Byrne | MDS |
| Jackie Collins | MDS |
| Mark Clifton | MDS |
| Rebekah Craig | MDS |
| Katrina Kearney | MDS |
| Maria Barnwell | MDS |
| Vicky Gosnold | MDS |
| Rebecca Nurser | MDS |
| Susan Guttman | MDS |
| Nicola Marchant | MDS |

Platform One Before and After School Club Staff

| | |
|--------------------|----------------------|
| Sue Matthewman | Platform One Manager |
| Caroline Ricciardi | P1 Play Leader |
| Kelly Samuels | P1 Play Leader |
| Rebekah Craig | P1 Play Leader |

Applications

Please return a completed application form with a supporting statement.

The deadline for applicants is **Monday 10 May 2021, 12 Noon**

In your statement please address the following as fully as you are able (maximum 2 sides of A4):

- a) Why you would like to work at Orton Wistow Primary School.
- b) What you feel you could offer as a **Class Teacher** at our school.
- c) Your particular strengths and experience that would make you a great appointment.
- d) Your approach to teaching and learning

Visits

If you are able, you are welcome to arrange a visit the school by contacting Karen Russell: 01733 370646 / krussell@owps.org.uk.



Job Description

| | |
|---------------|---|
| Post Title | Class Teacher – Primary |
| Salary | Main Pay Scale M1 – M6 |
| Contract Type | Permanent |
| Reporting To | Team Leader > Deputy Head > Headteacher |

Main Purpose

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

Duties and Responsibilities

Teaching:

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external tests

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach

Health, safety and discipline:

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional Development

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others

Communication

- Communicate effectively with pupils, parents and carers

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of

attendance and punctuality

- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them
- Lead a subject within the school

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out.

The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

| Person Specification | | |
|-----------------------------------|--|---|
| | Essential | Desirable |
| Qualifications | <ul style="list-style-type: none"> • Qualified Teacher status • Degree/PGCE or equivalent qualifications | <ul style="list-style-type: none"> • Other educational/professional qualifications • Evidence of commitment to continuing professional development • Non-educational qualifications e.g. sport, music, first aid |
| Skills and Experience | <ul style="list-style-type: none"> • Knowledge of the National Curriculum • Knowledge of effective teaching and learning strategies • A good understanding of how children learn • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • Good ICT skills, particularly using ICT to support learning | |
| Professional Ethos and Commitment | <ul style="list-style-type: none"> • High expectations for self and others and a strong commitment to raising achievements • Commitment to promote home-school partnerships • High expectations of pupil behaviour and strategies to meet the personalised learning and emotional needs of every child | <ul style="list-style-type: none"> • Willingness to be involved in extracurricular activities • Awareness and willingness to be involved in partnerships that support school • Experience of innovation and creativity in the curriculum |
| Personal Qualities | <ul style="list-style-type: none"> • Approachable with excellent interpersonal skills • Ability to promote and develop positive relationships within and beyond the school • Ability to set and work to deadlines • Ability to remain positive and retain your sense of humour! • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • High expectations for children's attainment and progress • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality | |