



A place where everyone matters

Recruitment Pack

Key Stage 2
Class Teacher

Closing Date: Friday 27th June 2025 @ 9am

Interview Date: Friday 4th July 2025

Headteacher: Mrs Fiona Kirkwood

This school is committed to safeguarding and promoting the welfare of all our children and expect all staff and volunteers to share this commitment.

Thank you for expressing an interest in joining our school. The enclosed application pack contains a number of documents providing background information about our school and the vacancy that we are advertising. We hope you will find this information useful and we look forward to hearing from you.

Making an Application	Interview and Selection Process (continued)
<p>Application Form</p> <p>If you wish to be considered for this post please complete the enclosed 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.).</p> <p>You will note that we require details of two referees, one of which must be your current or most recent employer.</p> <p>CVs are not accepted as part of the application process.</p> <p>Supporting information</p> <p>This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.</p> <p>Please remember to sign the declaration on the final page of the application form.</p> <p>For teaching posts: in addition to the application form, please submit a formal letter of application (up to 2 sides of A4) detailing your experience of teaching and learning and the impact your contribution will make in terms of raising standards at our school.</p>	<p>disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.</p> <p>We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.</p> <p>Induction and Continuous Professional Development</p> <p>The head teacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment, the head teacher will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations.</p> <p>You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications such as NVQs.</p> <p>Pre-employment checks</p> <p>References</p> <p>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 any appointment is made. 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. If you are not currently working with children but have done so in the past, one reference must be from the most recent place where you worked with children.</p> <p>Copies of references, or references that are addressed “to whom it may concern”, will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.</p>
Interview & selection process	
<p>Those candidates who meet all the requirements for the post will be short-listed and details of the interview programme will be confirmed in writing.</p> <p>As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.</p> <p>Under the Equality Act, we are legally required to consider making reasonable adjustments to ensure that disabled people are not</p>	

Pre-employment checks (continued)	School Policies
<p>(DBS) Disclosure & Barring Service</p> <p>Employment at this school is subject to an enhanced check with the DBS. Checks will also be made against the Barred List. All such checks must be satisfactory before we confirm any offer of an appointment.</p> <p>Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment), there are a number of jobs where we must take account of any convictions that are unspent or not 'protected'. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the www.gov.uk website.</p> <p>Unspent and unprotected convictions may not necessarily make you unsuitable for appointment.</p> <p>Prohibition checks (teachers only)</p> <p>Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a teacher is not prohibited from teaching by the NCTL or its predecessor, the GTC.</p> <p>Validation of Qualifications</p> <p>All short-listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.</p> <p>Right to Work in the United Kingdom</p> <p>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.</p>	<p>Child Protection</p> <p>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated 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.</p> <p>Whistle Blowing</p> <p>We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore, our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.</p> <p>Code of Conduct and Personal Behaviour</p> <p>The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the wellbeing of all its employees and pupils.</p> <p>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. Registered teachers are in addition bound by the codes and professional values of the Teaching Agency. While registered teachers are bound by the code, the school considers the principles to apply to all staff employed at the school.</p> <p>Equal Opportunities</p> <p>We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.</p> <p>We take action to ensure that nobody is treated less favourably than anyone else because of their protected characteristics which include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.</p> <p>Full details of all these policies are available in school.</p>



Start Date - As Soon as Possible
Position - Temporary for 1 year initially
Salary - MPS

Summerfield is committed to enabling all pupils to succeed in learning and life and overcome any barriers and difficulties which may hinder this. All staff, irrespective of their role, play a part in this. We have a strong ethos linked to a nurturing and a holistic approach to the learning journey and development of every child. We value a strong working partnership with parents and carers, to support children reaching their true potential and achieving their best outcomes.

Everyone in our school community follows our Ethos of Respect Care Potential

We are seeking to appoint an enthusiastic, experienced and dedicated Year 4 teacher to join our team at a vibrant primary school. The ideal candidate will be passionate about working with children and have a friendly, caring, and approachable nature, as well as facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility of the well-being, education and discipline of all students.

The Successful Candidate's Key Responsibilities are;

- An inspirational teacher who motivates and enthuses children to learn
- Demonstrates consistently best practice with high expectations of themselves and learners - impacting positively on learning and securing good progress for all learners
- Committed to developing children as independent learners and thinkers, who grow in self-regulation, self-esteem and confidence
- Committed to achieving the highest possible standards of work and behaviour
- Plans creatively and effectively so that learners are fully engaged and enjoy their learning journey
- Creates and maintains an inclusive ethos and positive climate for behaviour and learning
- Sees themselves as a lifelong learner and is committed to developing themselves and working collaboratively as part of the school and KS2 Team
- Is able to carry out rigorous assessment and analysis of children's prior learning and outcomes to inform quality marking and feedback, planning, intervention and levels of challenge needed for all identified groups of children
- A good communicator, who is caring, flexible and approachable and committed to developing parental and community engagement
- Will contribute to whole school community activities and events
- Is a role model to colleagues in your own classroom, leading by example with excellent pedagogy and practice
- Have high expectations of children's achievement and behaviour;
- Be dedicated to school improvement;
- Passionate about meeting children's individual learning needs and committed to promoting learning where disadvantage is present e.g. SEMH or SEND needs

In return we can offer you:

- A friendly, welcoming environment
- A staff team who are committed to the best outcomes for the children
- Children who are loving, caring and hardworking
- Opportunities to engage in continuous professional development

For Children and Staff alike, Summerfield Primary has:

- A perfect balance of care and support with high expectations
- Our staff are committed to providing our children with a broad and exciting curriculum, enabling children of all ages and abilities to reach their true potential.
- A leadership team dedicated to attainment, achievement and enjoyment
- Friendly, welcoming staff
- A great atmosphere and ethos which promotes inclusion and co-operation

Our school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure and Barring Service (DBS) check. All shortlisted candidates will be required to disclose relevant information regarding criminal history and a thorough on-line search will be conducted, this includes only information publicly available on-line.

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

This role is based in the UK. Employment is conditional on confirmation of the Right to Work in the UK – either as a UK or Irish Citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the Right to Work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply.

Proof of eligibility to work in the UK will be required.

CV or incomplete applications will not be accepted.

Please visit our website at www.summerfieldprimary.co.uk/vacancies or contact Debbie Slinger, School Business Manager, on 0113 205 7520, or by email at recruitment@summerfieldprimary.org.uk if you require an application pack, further information, or to schedule a welcome visit.

Closing Date for Applications: Friday 27th June 2025 @ 9am

Interviews will take place on: Friday 4th July 2025

School Job Description

School:

Summerfield Primary School

Post Title

Year 4 Class Teacher

GRADE

MPS

Post Ref

KS2/SPS-4

Post(s) to which directly responsible

Immediate line manager

Post(s) for which directly responsible

N/A

Purpose of job

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 Teachers' Pay and Conditions Document. The post holder will be expected to undertake duties in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England.

Responsibilities**Teaching and Managing Pupil Learning**

- 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, KS1 and KS2

Safeguarding

- Promoting and safeguarding the welfare of students within the school.
- Raising any concerns by following school procedures.
- Recording concerns in line with school policies and procedure.
- Working within the safeguarding policies and relevant guidance and legislation (i.e. Keeping Children Safe in Education).

Relationship with Parents and the Wider community

- Prepare and present informative reports to parents.
- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for pupils' welfare.

Manage Own Performance and Development

- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Share corporate responsibility the implementation of school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- 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.
- To ensure promotion and support of Equal Opportunities and Health & Safety
- To undertake other duties that are commensurate with the post

Relationships

The post holder will be required to work flexibly to deliver an efficient Service.

There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external customers

Physical Conditions

The post is based at Summerfield Primary School.

Summerfield Primary School is accessible by disabled persons.

This post is subject to an enhanced Disclose and Barring Service check.

The school operates a non-smoking policy.

Economic conditions

Grade: MPS

Conditions of Service: Teachers Terms & Conditions apply

Prospects

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.

QUALIFICATIONS

Qualified Teacher Status – Essential

Honours degree - Desirable

Job Description Prepared / Reviewed by:

Debbie Slinger

Date: 04/6/25

Job Description Approved by:

Fiona Kirkwood

Date: 04/6/25

EMPLOYEE SPECIFICATION:

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

SKILLS	Ess	Des	MOA
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	*		
Ability to offer expertise in a specific subject or area		*	
Ability to teach across primary age range		*	
Commitment to an involvement in extra-curricular activities.		*	
Evidence of sharing in and contributing to the corporate life of the school.		*	

KNOWLEDGE/PROFESSIONAL DEVELOPMENT	Ess	Des	MOA
Knowledge of current educational practice and issues	*		
Evidence of continuing professional development	*		
Take responsibility for their own professional development		*	
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/secondary education (as appropriate)		*	
Understanding of the implications of the Code of Practice for Special Educational Needs for teaching and learning		*	

LEADERSHIP	Ess	De s	MOA
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		*	

OTHER CONDITIONS	Ess	De s	MOA
Registered with Teaching Agency	*		

DISPOSITION AND ATTITUDE	Ess	De s	MOA
Positive and optimistic attitude towards School Improvement and Inclusion	*		I
Open-minded and receptive to new ideas, approaches and challenges	*		I
Places high priority on effective team working and works easily and comfortably in a team environment	*		I
Commitment to an involvement in extra-curricular activities.		*	I
Evidence of sharing in and contributing to the corporate life of the school.		*	I

METHOD OF ASSESSMENT(MOA)	A = Application Form T = Test I = Interview C = Certificate
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