



**EYFS/KS1 Part-time**

**Teacher 0.8**

**Fixed-Term**

**Candidate Pack**

# Our School



Loatlands Primary School is situated in the town of Desborough and we pride ourselves on being part of the local community. Our school facilitates two-form entry from Reception to Year 6, in addition we can accommodate up to 39 children in either the morning or afternoon sessions at our attached Nursery. Our children are well behaved and enthusiastic learners, they enjoy coming to school

We have a modern, open and welcoming learning space. We have a large and colourful library, a hall space with an attached dance and drama studio, excellent outside learning areas for Reception children and plenty of green space including a trim trail and a conservation area where we offer Forest School sessions to all pupils throughout the school. Classrooms are fully equipped with interactive screens and our ICT provision includes laptops and iPads in mobile trolleys for use by all classes.

At Loatlands our dedicated team of staff and governors seek to work in partnership with families in order to nurture the whole child and develop the highest standards of education for all children. We believe passionately in creating a love of learning that will allow children to become enquiring learners in all areas of our exciting and enriching curriculum.

During our last Ofsted inspection in March 2022 we maintained our 'good' rating.

# Vision & Values



## Our Vision

At Loatlands Primary School we believe in the transformative power of education. Our school community is where we develop as well-rounded individuals, using our collective strengths to grow as a team. We believe that every member of our school community has the capacity to excel. This success will only be achieved through a commitment towards our shared values of respect, resilience and curiosity.

## Our Values

### Respect

- We are a caring and thoughtful school community. We understand the importance of showing kindness and politeness to others.
- We appreciate our differences and accept others for who they are. We celebrate our unique strengths and talents.
- We promote honesty, understanding that we are all responsible for our own actions.
- We act with integrity so that we can respectfully disagree and move forward together as a result

### Resilience

- We show courage and positivity when working together to tackle new challenges. As learners, we know our own strengths and weaknesses, taking bold risks whilst learning.
- We seek feedback to help us grow. We learn from our mistakes, showing determination to succeed.
- We support each other so that we are happy, confident individuals. We are encouraged to make healthy choices so we feel good about ourselves.

### Curiosity

- As a community, we ask questions about the world around us to challenge our thinking. We initiate our own ideas, exploring them creatively and taking pride in the outcomes.
- We are passionate learners who investigate and seek out answers.
- We make connections to our own experiences and collaborate with others.



# What our staff appreciate most

“ ”

Feeling welcomed and appreciated

The kindness of the staff and the safe environment

The emphasis on the importance of wellbeing

Pulling together when things get tough

Support and opportunities provided by the Trust

The 'family' feel of the school

The actual job itself is lovely

The children's behaviour

The children first ethos

# EYFS/KS1 Class Teacher Part-time Fixed-term Advert

## Contract type

- Fixed-term to 31/08/2025 pending a review of staffing at the school
- Part-time 0.8 to be worked Tuesday to Friday

## Salary

- MPS

## Interviews-w/c

- To be confirmed

## Start date

- April 2025-an earlier start date would be considered

## How to apply

To apply, please complete a Pathfinder Schools teacher application form, which can be downloaded from the vacancies page of the website:

[www.pathfinderschools.org.uk/join-us/vacancies](http://www.pathfinderschools.org.uk/join-us/vacancies)

Completed application forms should be accompanied by a letter of application and should be sent to:

[recruitment@pfschools.org.uk](mailto:recruitment@pfschools.org.uk)

We have an exciting opportunity for a part-time teacher (0.8FTE) to join our Phase 1 Team covering Reception and Year 1. We actively welcome applications from teachers in the early stages of their career.

Our children are well behaved and enthusiastic learners, they enjoy coming to school and there is a supportive and forward-thinking staff team.

You will support us in maintaining our healthy, safe and caring environment where our pupils are empowered to broaden their horizons, develop a love of learning and open their minds to new opportunities.

We are looking for a teacher who;

- Is ambitious for our children's outcomes, both academic and beyond
- Will build great relationships with parents and families
- Has a developed understanding of the national curriculum
- Is passionate about working to ensure excellent progress for our children
- Bring new ideas to enhance our provision further
- Be a team player

In return, we offer:

- Well motivated children and supportive families
- A positive, friendly and dedicated staff team
- A Leadership team who encourage work/life balance
- Opportunities to collaborate with colleagues across our Multi Academy Trust Pathfinder Schools

Loatlands Primary School is committed to safeguarding and promoting the welfare of children. In line with safer recruitment practice, an enhanced DBS check is required for the successful applicant and references will be requested for short-listed applicants prior to interview.

Loatlands Safeguarding Policies and Procedures are available on their website, which can be accessed on the following web address [Loatlands Primary School - Statutory Information](#)

For any queries about the post, please contact the Business Manager, Mrs Gillian Seakens on 01536 903713 or email [bursar@loatlands.pfschools.org.uk](mailto:bursar@loatlands.pfschools.org.uk)

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

Being part of Pathfinder Schools offers a fantastic opportunity to develop yourself, as a Trust we actively encourage collaboration and the sharing of good practice; we believe that by developing a love of learning and having the highest expectations, all members of the Pathfinder Schools community can achieve and inspire greatness.

Pathfinder Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. DBS, Reference, Identity, Criminal Record and Medical Checks are mandatory for all posts within Pathfinder Schools.

#### Online searches

As part of our rigorous Safer Recruitment process, Pathfinder Schools has adopted the practice of online searches for external shortlisted candidates. The purpose of the search is to enable us to fulfil our duty under Keeping Children Safe in Education and is part of our due diligence to identify any incidents or issues that have happened, and are publicly available online, which we may need to discuss with you during interview.

Therefore, if you are shortlisted for a role, an appropriate online search will be undertaken on your name(s). Consent to an online search is included in the Pathfinder Schools application form. Searches are based on publicly available information, therefore where your profiles are private or are locked, no further search will be required on these pages. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

Pathfinder Schools is passionate about its values of Aspiration, Responsibility and Courage, we believe that when people feel respected and included, they can be more creative, innovative, and successful. We are committed to an inclusive workforce that represents many different cultures, backgrounds and viewpoints. Our employee lifecycle processes are designed to prevent discrimination against our colleagues, regardless of gender identity or expression, sexual orientation, religion or belief, pregnancy and maternity, marital status, ethnicity, age, disability status, or any other aspect which makes them unique. While we have more work to do to advance diversity and inclusion, we're committed to moving our Trust and the education sector forward.

# Class Teacher

## Job Description



**Responsible to:** Headteacher

**Purpose of the role:** To ensure high quality education for all pupils for which you are responsible and accountable and improve the quality of learning and standards of achievement.

### Principal responsibilities:

- To fulfil the duties of a teacher and the relevant professional standards as outlined in the School Teachers' Pay and Conditions Document.
- To provide a secure, happy and caring environment for all children in the class.
- To plan, prepare and deliver appropriate educational experiences, which address individual needs through quality teaching and high expectations.
- To ensure that educational needs of all pupils in your class are fully met and liaise with the SENCO where necessary to support children with special needs.
- To ensure that all pupils make at least expected progress within an academic year
- To implement interventions and support measures to support children who are not on track to meet their end of Key Stage targets.
- To inform the SENCO of any concerns relating to the development of a child.
- To assess, monitor, record and report, on the progress and attainment of pupils. To administer national and school assessments thoroughly and to use the information to improve standards. To lead improvement projects based on informed use of assessment data, supported by senior managers (text in blue for UPR teachers only)
- To follow the school's marking policy ensuring that children are given comprehensive feedback about the learning and how they can improve in future pieces of work.
- To communicate and consult with parents/carers, through written and oral reports. To keep a record of discussions held.
- To liaise effectively with professional agencies, e.g., Health visitor, speech therapist, educational psychologists.
- To participate fully in all staff meetings, and to be involved in appropriate staff development.
- To take an active role in the development of all School Policies and Schemes of Work.
- To maintain high standards of discipline and to ensure that all children are safe by following the Health and Safety Policy.
- To assist with the training of students and contribute towards their assessments.
- To work closely with classroom assistants offering support and guidance in the lesson objectives to ensure quality provision is given through understood goals.

- To maintain an attractive, stimulating and well organised learning environment including displaying children's work effectively and directing support staff to assist with this.
- To contribute to the design and provision of an engaging curriculum as and when requested by subject leaders/senior managers.
- To reflect systematically on the effectiveness of lessons and approaches to teaching.
- To keep informed of changes in education nationally, as they impact upon the phase of education in which the teacher works, including changes to assessment and curriculum arrangements and support senior managers in their implementation. (text in blue for UPR teachers only) .
- To take supervise and lead acts of worship in accordance with the Church of England (if applicable).
- To attend staff meetings and Training Days in accordance with directed time allocations and to take responsibility for improving your own teaching practice.
- To be responsible for the safeguarding and wellbeing of children by following school policy relating to safeguarding, health and safety and behaviour management.
- To take a leading role for improving, monitoring and evaluating a curriculum area across the school, presenting, supporting and reporting to SLT/Governors as appropriate.
- To make a positive contribution to the wider school life and ethos of the school.
- To develop effective, professional relationships with colleagues, knowing how and when to draw on advice and professional support.
- To have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality.
- To act within the statutory frameworks which set out your professional duties and responsibilities.



# Class Teacher

## Person Specification



**AF = Application Form | = Interview**

| Attributes                      | Essential<br>It is essential candidates can provide evidence of:   | Test                         | Desirable<br>It is desirable candidates can provide evidence of:   | Test                                   |
|---------------------------------|--|------------------------------|--|--|
| <b>Qualifications/Training</b>  |  |                              |  |  |
| <b>Education</b>                | <ul style="list-style-type: none"> <li>Qualified teacher status.</li> <li>Degree.</li> </ul>   | AF<br>AF                     | <ul style="list-style-type: none"> <li>Pot Graduate Qualifications.</li> </ul>   | AF                                     |
| <b>Professional Development</b> | <ul style="list-style-type: none"> <li>Evidence of participation in CPD to develop professional skills, knowledge and understanding.</li> </ul>  | AF                           | <ul style="list-style-type: none"> <li>Participation in work with other schools/agencies.</li> <li>Experience of leading CPD activities for staff.</li> <li>Experience of leading initiatives across a key stage, year group or whole school.</li> <li>MLDP or other CPD qualification.</li> </ul>   | AF<br>AF/I<br>AF/I<br>AF               |
| <b>Experience</b>               |  |                              |  |  |
| <b>Teaching</b>                 | <ul style="list-style-type: none"> <li>A passion and enthusiasm for learning and teaching.</li> <li>Experience of using class data to impact upon pupil progress</li> <li>Ability to plan and differentiate work appropriately for all children.</li> <li>A clear understanding of the use of assessment to target planning and interventions for all children.</li> <li>An understanding and experience of teaching phonics.</li> </ul> | I<br>AF/I<br>AF<br>I<br>AF/I | <ul style="list-style-type: none"> <li>Experience of curriculum leadership.</li> <li>Experience of teaching across the primary age phase</li> <li>Experience with working with children with a range of SEN.</li> <li>Enthusiasm and ability to use ICT creatively across the curriculum.</li> <li>Understanding and experience of Key Stage 1 and 2 assessment requirements.</li> <li>Experience of delivering phonics and planning effectively, including planning and supporting TA's to deliver programmes.</li> </ul> | AF/I<br>AF<br>AF/I<br>AF<br>AF<br>AF/I |

# Class Teacher

## Person Specification



**AF = Application Form | = Interview**

| Attributes                           | Essential<br>It is essential candidates can provide evidence of:   | Test             | Desirable<br>It is desirable candidates can provide evidence of:  | Test                       |
|--------------------------------------|--|------------------|---|----------------------------|
| <b>Experience</b>                    |  |                  |   |                            |
| <b>Subject Leader Responsibility</b> | <ul style="list-style-type: none"> <li>• Desire to lead a curriculum subject.</li> <li>• An understanding of the role of a middle leader in school.</li> </ul>   | <br><br>         | <ul style="list-style-type: none"> <li>• Previous experience of leading a curriculum or school development area.</li> <li>• Understanding of the use of assessment, tracking and target setting in raising standards.</li> <li>• Experience of planning curriculum areas or initiatives across the age range of the school</li> </ul> | AF<br><br>AF/I<br><br>AF/I |
| <b>Resources</b>                     | <ul style="list-style-type: none"> <li>• Experience of managing classroom resources and areas</li> <li>• Experience of working with Teaching Assistants and other adults</li> </ul>  | AF/I<br><br>AF/I | <ul style="list-style-type: none"> <li>• Evidence of responsibility for developing whole school resources.</li> </ul>   | AF                         |
| <b>Knowledge and Understanding</b>   |  |                  |   |                            |
| <b>National Framework</b>            | <ul style="list-style-type: none"> <li>• Knowledge of the Education Acts and other relevant legislation including equal opportunities, health &amp; safety, SEN and child protection.</li> <li>• Knowledge of the National curriculum including assessment, recording and reporting</li> </ul> | AF/I<br><br>AF/I | <ul style="list-style-type: none"> <li>• Experience of Ofsted inspection and follow up.</li> <li>• Knowledge of the EYFS Curriculum</li> </ul>  | AF<br><br>AF               |
| <b>Teaching and Learning</b>         | <ul style="list-style-type: none"> <li>• Practical understanding of effective teaching, learning and classroom management strategies.</li> <li>• Knowledge and understanding of AfL to effectively support progress.</li> </ul>  | AF/I<br><br>AF/I | <ul style="list-style-type: none"> <li>• Understanding of Spiritual, Moral, Social and Cultural development.</li> </ul>   |                            |

# Class Teacher

## Person Specification



**AF = Application Form | = Interview**

| Attributes                                    | Essential<br>It is essential candidates can provide evidence of:   | Test                | Desirable<br>It is desirable candidates can provide evidence of:   | Test |
|---|--|---------------------|--|------|
| <b>Knowledge and Understanding</b>            |  |                     |  |      |
| <b>Special Education Needs</b>                | <ul style="list-style-type: none"> <li>Understanding of strategies to raise attainment of children with a range of SEN and higher achievers.</li> </ul>  |                     | <ul style="list-style-type: none"> <li>Experience of working with children with a range of learning needs. Experience of ensuring challenge for higher achievers.</li> </ul> | AF   |
| <b>Parents and Community</b>                  | <ul style="list-style-type: none"> <li>Understanding of the role which can be played by parents and the community in supporting the school.</li> </ul>   |                     | <ul style="list-style-type: none"> <li>Experience of working directly with parents to raise standards and involvement.</li> </ul>  | AF/  |
| <b>Governance</b>                             |  |                     | <ul style="list-style-type: none"> <li>Knowledge of the role of governors in supporting school improvement.</li> </ul>   |      |
| <b>Skills</b>                                 |  |                     |  |      |
| <b>Leadership</b>                             | <ul style="list-style-type: none"> <li>Personal impact and presence. Promote the school's aims positively and use effective strategies to monitor motivation and morale.</li> </ul>  |                     |  |      |
| <b>Relationships</b>                          | <ul style="list-style-type: none"> <li>Able to establish and develop good relationships with all involved in the school.</li> <li>Ability to enthuse and motivate others. Able to deal sensitively with people.</li> </ul>   | <br>                |  |      |
| <b>Interpersonal and communication skills</b> | <ul style="list-style-type: none"> <li>Calm and positive approach.</li> <li>Ability to communicate effectively orally and in writing to a variety of audiences</li> <li>Able to use Microsoft Office effectively.</li> </ul> | <br>AF/ <br><br>AF/ |  |      |

# Class Teacher

# Person Specification



AF = Application Form I = Interview

| Attributes                      | Essential<br>It is essential candidates can provide evidence of:   | Test      | Desirable<br>It is desirable candidates can provide evidence of:  | Test |
|---------------------------------|--|-----------|---|------|
| <b>Attitudes</b>                |  |           |   |      |
| <b>Education and Philosophy</b> | <ul style="list-style-type: none"> <li>• A positive and energetic attitude.</li> <li>• A desire to strive for excellence</li> <li>• A belief in their approach to education</li> </ul> | <br> <br> |   |      |
| <b>Equal Opportunities</b>      | <ul style="list-style-type: none"> <li>• Commitment to equality of opportunity.</li> <li>• Commitment to showing respect, acceptance and tolerance for others</li> </ul>               | <br>      | <ul style="list-style-type: none"> <li>• Understanding the need to promote positive role models.</li> </ul> |      |

# Contact us



1 Visit us Loatlands Primary  
School,  
Harrington Road  
Desborough  
NN14 2NJ

---

2 Call us 01536 903713

---

3 Email us [parents@loatlands.pfschools.org.uk](mailto:parents@loatlands.pfschools.org.uk)

---

4 Visit our website <https://loatlandsprimary.net/>

---

5 Watch our video <https://loatlandsprimary.net/school-video>

---

6 Follow us [@loatlandspri](https://twitter.com/loatlandspri) 

