

June 2024

Dear Candidate,

**RE: Application for the post of 0.66fte Class Teacher at Aiskew, Leeming Bar CE Primary School.**

Thank you for your interest in the class teacher vacancy at Aiskew, Leeming Bar CE Primary School. We are seeking to appoint a dedicated professional, starting on 2nd September 2024. This position is a **part-time post** on a **fixed-term contract**. The contract will terminate on 31st August 2025 however there could be the opportunity to extend this further.

The successful candidate will teach our mixed Key Stage 2 class with the support of a full-time ATA and a part-time ATA.

You will be an enthusiastic teacher who is able to inspire and motivate pupils and will also be able to utilise excellent interpersonal skills and work as part of a very caring and effective team.

After reading the job description and person specification carefully, please support your application with a covering letter that outlines how your knowledge, skills and experience have prepared you for this post. This letter should be no longer than two sides of A4.

**Applications are to be returned by 9.00am on Monday 24th June**. Late applications will not be accepted as shortlisting will be completed immediately after the deadline. It is expected that interviews will take place on **Monday 1st July or Tuesday 2nd July**.

Please note that as part of the recruitment process, online checks will be undertaken on information available in the public domain. This is part of North Yorkshire Council policy and school safeguarding arrangements. Therefore, we would encourage you to disclose anything that may be relevant to your application.

Please find enclosed the following:

1. School Information Sheet

2. Advert

3. Job Description

4. Person Specification

5. Application Form

6. Equalities Monitoring Form (included within the application form)

Yours sincerely



Mrs Stanley

Headteacher



**School information sheet**

Aiskew, Leeming Bar CE Primary School can be found just off the A1 in a delightful North Yorkshire village. There are currently 48 children on role, educated in 2 classes. Currently, 29% of the children are from disadvantaged backgrounds and 17% of children are from ethnic minorities. For a small, rural school, we have representatives from a number of different nations which we love to celebrate. We can offer you the opportunity to be part of our small, caring school family. We are a warm, inclusive family school with a strong Christian ethos, a sense of community and a commitment to excellence for all children in our care. We aim to ensure that our children feel safe, happy and achieve their potential as well as developing learning skills for life.

Although the school is small in respect to pupil numbers, the building is quite large meaning we can offer calm, purposeful learning environments for small groups of children which we find hugely beneficial when teaching mixed-aged classes. The school also has an extensive outdoor space around the site which we are continuously trying to develop, including areas that we can use for forest school activities and areas to promote mindfulness.

We are extremely proud of the curriculum we have developed to meet the needs of mixed-aged classes. Our curriculum contains ‘golden threads’ which run within subjects and across them. At the heart of our curriculum, we are a *Building Learning Power* school. We teach our pupils how to be effective learners therefore we can offer you engaged pupils who, as a matter of course, make links with previous and current learning across the curriculum; ask lots of questions; notice patterns and similarities and differences; offer well-thought out reasons to their answers in all subjects; are skilled collaborators when asked to work with a learning partner; and are interdependent – they make sensible choices about when they need support and what that support may look like. Our curriculum delivery is structured through ‘Bloom’s Taxonomy’ tasks. Our ‘golden threads’, use of Building Learning Power and Bloom’s Taxonomy ensures that we can offer you pupils who have a thirst for new knowledge and retain their ‘sticky’ knowledge across the curriculum. It is a pleasure to teach at this school due to pupils’ excellent learning behaviours.

This school has been on a significant journey over the last 6 years. In June 2023, we secured a strong ‘good’ Ofsted judgement. Ofsted noted, ‘Pupils love coming to school. It is a place of happiness.’ We are continuously striving to be the best we can and to strengthen the school further; we are in the final stages of consultation to federate with the Synergy Schools Federation. By the time the successful candidate is in post, we expect the school to be a part of this federation. This is an exciting time to be joining our school.

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**A Brief History of the Synergy Schools Federation**

The Synergy Schools Federation was founded in September 2018 after a successful collaboration between Brompton-on-Swale and Crakehall CE Primary Schools. In July 2020, these schools began to collaborate with the Federation of Leeming and Londonderry Community and Pickhill CE Primary Schools. Governors were very proactive in promoting this partnership and as a result, all four schools re-federated and reformed the Synergy Schools Federation into a 4-school organisation in July 2021. The federation currently educates more than 600 children and has over 90 members of staff. It’s the largest federation in North Yorkshire.

Since September 2022, Mike White, the Executive Headteacher of the Synergy Schools Federation, has been providing extensive leadership support for Hutton Rudby Primary School. The school’s governing body made the decision to further investigate joining the federation in the autumn of 2023.

Being an active partner of the Swaledale Alliance, Aiskew, Leeming Bar CE Primary School has always worked closely with the schools in the federation. One of these schools, Leeming and Londonderry Community Primary, is situated less than half a mile away, along the same road. Therefore, it was no surprise that the school’s governing body also made the decision to pursue federation.

Following a public consultation, Aiskew Leeming Bar CE Primary School (along with Hutton Rudby Primary School) have federated since 20th May 2024.

What federation means for Aiskew, Leeming Bar CE Primary School:

The community is excited by the prospect of federation. Being a very small school, the additional capacity that the federation will bring to the school will enhance the education for its pupils.

· Shared residential visits for Year 4, 5 and 6 pupils are already in place.

· The use of shared facilities such as, sports and forest school.

· The potential of combining wraparound care and holiday club provision due to the additional pupil numbers.

· A shared SENDCO will provide additional leadership capacity.

· Expert middle leaders will lower the workload for teachers in the school and increase the level of knowledge, skills and expertise across the curriculum.

· The Executive Headteacher provides additional strategic and senior leadership to drive federation and school improvement.

· A dynamic, highly-skilled and committed governing body and Local School Committee.

· A number of efficiencies gained through working with a single governing body, such as a single federation improvement plan, joint policies and completing some administrative tasks only once for 6 schools.

· Financial savings made by purchasing contracts as a federation rather than as individual schools.

**Required from 2nd September 2024: Class Teacher**

**Main Pay Scale – Fixed Term Contract until 31st August 2025**

**0.66fte**

**Starting salary capped at MPS Point 6**

The Governors are seeking to appoint an excellent teacher to join our warm, inclusive and ambitious school, teaching a mixed Key Stage 2 class (Y3-6).

This position is a part-time post on a fixed term contract.  You will work 3 days per week. This could either be Monday, Tuesday and Wednesday or Tuesday, Wednesday and Thursday.

The successful candidate will be a well-qualified teacher who is able to inspire and motivate children.   Excellent planning and assessment skills are essential along with the ability to work within a highly-effective team. Previous experience of subject leadership is desirable but not essential. Early Career Teachers are welcome to apply.  (Additional supply work across the Synergy Schools Federation could be made available for any applicant who is interested in working more hours as Aiskew, Leeming Bar CE Primary is federated with 5 other schools within the Synergy Schools Federation).

If you are interested in the above position, please download the application pack, read the instructions carefully and apply.

Visits to the school are encouraged prior to application. If you have any further questions or would like to visit the school, please contact the school office on 01677 422403 or via email [admin@aiskewleemingbar.n-yorks.sch.uk](mailto:admin@aiskewleemingbar.n-yorks.sch.uk) for further details.

**This post is subject to Enhanced DBS Clearance.**

**Application forms must be returned by 9.00am on Monday 24th June 2024.**

Aiskew, Leeming Bar CE Primary School

Leeming Lane

Leeming Bar

North Yorkshire,

DL7 9AU

Tel: 01677 422403

**JOB DESCRIPTION**

**MAIN SCALE TEACHER**

**JOB TITLE:** Part-time Class Teacher

**GRADE:** Main Pay Scale

**RESPONSIBLE TO:** Headteacher

**RESPONSIBLE FOR:** Deployment of support staff allocated (where relevant)

**JOB PURPOSE**: Promote effective learning, appropriate achievement and educational, social and personal progress of all pupils for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual.

**JOB CONTEXT**: This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

**KEY RESPONSIBILITIES:**

1. Develop and maintain an up-to-date knowledge and understanding of the areas of teaching and pupil support for which post-holder is responsible.
2. Plan work to meet the learning needs of allocated pupils in a consistent and effective way.
3. Use appropriate teaching and classroom management strategies to motivate pupils and enable each to progress.
4. Monitor the progress of pupils for whom the postholder is responsible to set expectations and give constructive feedback.
5. Maintain appropriate records to demonstrate progress made by pupils.
6. Participate fully in professional development activities to develop practice further, sharing the learning from these as appropriate.
7. Make an active contribution to the policies and aspirations of the school.
8. To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers.
9. To fulfil all of the responsibilities and duties required by the school’s policies on teaching and learning.
10. To achieve any performance criteria or targets arising from the School’s Performance Management arrangements.

This job description will be reviewed annually.

**SIGNED** …………………………………………………… **POST HOLDER**

**SIGNED** …………………………………………………… **HEADTEACHER**

**DATE** ……………………………………………………….

**PERSON SPECIFICATION**

**MAIN SCALE TEACHER**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Aspect | Essential | Desirable | Assessment\* |
| Qualifications | -Degree  -Qualified Teacher Status  -Evidence of continuing professional development  -Additional qualifications in areas relevant to the post, for example, relevant post graduate certificate | X  X  X | X | Q  Q  A  Q/A |
| Experience | - Experience of teaching in primary education as a class teacher  - Experience of planning and delivering the National Curriculum  - Experience of teaching in more than one Key Stage and/or other schools  - Experience of effective curriculum leadership  - Experience of effective core curriculum leadership | X    X | X    X    X | A/R/I  A/R/I  A/R  A/R/I  A/R/I |
| Professional Knowledge and Skills | -Able to motivate and inspire pupils  -Sets and meets high expectations  -Ability to create a safe, supportive and stimulating learning environment for all pupils by:   * an excellent understanding of child development together with the ability to select appropriate teaching methods and resources according to children's differing needs * inclusive provision and practices which offer equality of access to the curriculum * highly effective classroom management, organisation and display   -Effective planning, assessment and record keeping  -Additional knowledge and skills in one or more curriculum areas | X  X      X        X      X    X | X | I  R/I  A/R/I    A/R/I      A/R/I      A/R/I    A/R/I  A/R/I |
| Communication Skills | -Able to communicate to a range of audiences effectively | X |  | A/R/I |
| Personal Qualities | -Has personal impact, presence and self-confidence  -Ability to relate to and build relationships with pupils, parents and other members of the school community  -Enthusiasm and commitment to the teaching profession  -Excellent inter-personal skills  -Willingness to participate fully in the life of the school  -Willingness to undertake an extra-curricular club or activity. | X  X    X  X  X  X |  | R/I  I    I  I  A/R/I  A/R/I |

\*Applicants will be assessed for each characteristic either via their application (A), evidence of qualifications (Q), references (R) or during the interview process (I).