



# Teacher Application Pack

**Space to learn, grow and be inspired**

RESPECT \* KINDNESS \* TRUTH \* POLITENESS \* DOING YOUR BEST



Dear Applicant,

Thank you for your interest in teaching at Sonning Common Primary School. We are a happy and inclusive school in the centre of Sonning Common village, located 10 minutes from Reading and Henley-on-Thames, providing space to grow, learn and be inspired.

We are now seeking an amazing teacher to join our team from September 2026 and help us to build on our successes and achieve our ambitious vision for the school.

The position could suite an Early Career Teacher or a more experienced teacher as we simply want to appoint the right person to fit in with us and our values. What we want in a new colleague is someone who:

- loves working as part of a team
- shares and lives by our values of respect, truth, kindness, doing-your-best and politeness
- has a high level of IT competence

As a teacher at Sonning Common Primary you will strive for excellence and build on the values at the heart of our school community. You will be ambitious yet nurturing, fostering a culture of openness and mutual respect. You will also set the safeguarding and welfare of our pupils as your highest priority.

In return, our teachers enjoy working here because the school offers:

- a supportive board of governors, exceptional staff, an active PTA and parent community
- kind, curious, and enthusiastic learners
- weekly PPA time with the teacher in the same year group
- an annual chance to change year groups and key-stage in order that teachers gain experience across the school
- professional development and leadership opportunities

The school maintained its rating of 'Good' by Ofsted in September 2023 and the feedback we received from our inspection was reassuring and heartwarming. Our school is truly valued by the community it serves. The pupils at Sonning Common Primary are happy, engaged and well supported by an outstanding team of dedicated teachers and staff.

You are warmly invited to visit the school and get a sense of everything that Sonning Common Primary School has to offer. Information on how to arrange a visit is at the end of this pack.

We look forward to receiving your application.

Rachel Salmons  
Headteacher



## About Sonning Common Primary

We are a happy and inclusive school proudly providing space to learn, grow, and be inspired. Our location in the centre of Sonning Common village helps to do this as we are situated on the edge of the Chilterns Area of Outstanding Natural Beauty, with easy links to large towns such as Reading and Henley-on-Thames.



Sonning Common Primary provides a stimulating academic environment and design our curriculum to engage and excite our pupils, so that they gain an independent desire to learn. We have a dedicated team of Subject Leaders who craft the strategic vision in each area of the curriculum and look for opportunities to engage students in those areas in new ways. Our high academic standards are demonstrated by our excellent Key Stage 2 results, showing how well equipped our children are for their transition to secondary school. We continued to be rated 'Good' in our most recent Ofsted inspection in September 2023.



Sonning Common Primary is set in a vibrant, spacious location, with refurbished, well-resourced classrooms and an up-to-date computer suite, plus sets of laptops for most year groups. We have an onsite library supported by library services staff. The school benefits from large playing fields and an onsite, newly refurbished swimming pool and an all-weather multi-use games area to support our varied sports curriculum. We are very proud of our Forest School which gives pupils in all year groups a

chance to appreciate and learn about the amazing environment they are in. We have two dedicated woodland Forest School areas and hold Recognised Provider status. We have recently introduced Outdoor Learning and Play to improve our children's play experience.

Our children develop within this nurturing and caring environment to become independent, free-thinking learners who have a secure moral and spiritual grounding. We are ambitious and want every staff member and child to achieve their full potential. As a result our children are well-behaved and enthusiastic about their learning. Their families are engaged and supportive and our pupils value their school.



As a local authority-maintained community primary school we have a diverse student body. We aim to serve the needs of our wider school community. We provide a range of services to support busy working parents including a Breakfast Club, After School Care and Holiday Club. Our PTA is highly active and engaged. They organise a diverse range of well attended events each year, and the funds they raise help to support a broad range of additional learning experiences for our pupils.



We have a warm, welcoming and committed staff team. Our Senior Leadership Team and Governing Body are knowledgeable and supportive and place a high value on development for improvement. All staff receive a comprehensive induction. There is a strong commitment to CPD (including leadership development opportunities) and managing staff workloads. We have a great track record of mentoring ECTs and we regularly host teacher training placements. We are proactively responding to increases in the numbers of pupils with SEND requirements and have a dedicated pastoral support team who work alongside our SENCo to meet the needs of staff and pupils. We have a designated wellbeing co-ordinator for staff and a program of fun social events.





## Vision & Values

Our school is a values-led community school centred around making good relationships, teamwork and caring for others. Our staff members are dedicated to providing an education for the whole child, giving every individual an exciting and interesting start to life. Around 350 boys and girls aged between 4 and 11 and 80 adults make our school the amazing place that it is.



We are proud to provide everyone with a space to learn, grow and to be inspired. Our values of Respect, Kindness, Truth, Politeness and Doing your Best help us to shape the culture of our school. We have an ambitious school vision which we expect the successful candidate will support and develop:

### for Students

- Improve teaching and learning so that teaching is recognised as consistently outstanding.
- Maintain our record of above local and national averages for progress and attainment in the core subjects.
- Forest School will make a measurable impact in school improvement and wellbeing.
- Attendance will be at more than 96%, with additional support to increase attendance of disadvantaged pupils.



### for Parents

- Become the natural first choice of school for the village and surrounding areas.

### for Staff

- Develop strong leadership and management across the school with expectations and ambition to always improve.
- Support all staff to continually develop and enable them to reach their full potential in their role and inspire both pupils and staff alike.

### for Community and Sustainability

- Collaborate with the community on a wide range of activities and knowledge sharing.
- To be recognised as one of the most eco-friendly schools in the country, having reduced waste, increased wildlife and biodiversity onto the site, saved energy and generated our own.
- Sustain a healthy budget which provides for good financial resilience and the ability to invest in the improvement of our pupils' learning.





## Key Facts

**Local authority**

**Oxfordshire**

**Age range of pupils**

**4 to 11**

**Gender of pupils**

**Mixed**

**Number of pupils on the school roll**

**300**

**Website**

<http://sonningcommonprimary.co.uk/>

**Latest Ofsted Report (September 2023)**

<https://files.ofsted.gov.uk/v1/file/50231004>

Quotes from our most recent Ofsted report:

- “The school is a kind and respectful community.”
- “Pupils are keen to come to school to learn.”
- “Pupils are diligent and they know that their teachers will be kind and will give them help when needed.”
- “Pupils value the very broad range of extra-curricular activities that the school offers them.”
- “Across the school, staff strive to consistently implement the school’s carefully considered vision.”
- “Careful planning of additional support minimises time away from the classroom. As a result, pupils with SEND achieve well.”
- “Reading is a joy to many pupils.”
- “Pupils’ understanding of the world around them is broadened by an interesting range of experiences.”





## **Job Description**

The duties outlined in this job description are in addition to the duties and responsibilities of Teachers as set out in the Annual Teachers Pay and Conditions Document.

**Grade:** M1 to M6 and then UPS1 to UPS3

### **Classroom responsibilities**

1. Have a good knowledge of all children in the class, including knowledge of each child's previous education.
2. Follow the school's guidelines for short and medium term planning.
3. Create a learning environment which is relevant to the abilities, aptitudes and needs of all learners, ensuring that each child experiences a balanced curriculum.
4. Identify children who require support and provide for their needs, whether they are more or less able pupils.
5. Ensure that the classroom provides a stimulating learning environment for the children with the appropriate materials and equipment, and that good care is taken of these resources.
6. Safeguard the health and safety of all pupils.
7. Maintain good order and discipline among pupils, both in class and around the school.
8. Attend assemblies, register the attendance of pupils and supervise pupils before, during and after school sessions.
9. Extend the themes from assemblies in class discussions and learning.

### **Curriculum Responsibilities / Working as a Team**

1. Be responsible for the joint planning of the curriculum, ensuring continuity and progression with the other teaching staff.
2. Work together with all staff and team members in the weekly/daily planning to ensure a broad and balanced curriculum.
3. Work with children with special educational needs and to manage the time of the teaching assistants effectively to ensure the needs of the children are fully met.
4. Keep accurate records of pupil progress.
5. Take part proactively in staff in-service training.
6. Work effectively alongside colleagues within a key stage team.

### **Staff Development**

1. Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.
2. Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
3. Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012



4. Work within the health and safety guidelines of the school.
5. Work within the values, aims and ethos of the school adhering to the Staff Code of Conduct.
6. Follow the child protection guidelines of the school.

### **Home School Liaison**

1. Consult with parents and encourage them to be involved in their children's education.
2. Contribute to curriculum sharing evenings and newsletters.
3. Form good relationships with volunteer parent helpers in class and on school trips.

### **Liaison with other Agencies**

1. Liaise with other agencies as necessary, maintaining confidentiality at all times.
2. Support the school links with the local community.
3. Work alongside governors, involving them in the life of the school.

### **Health and Safety**

All Employees are required to ensure that they:

1. Take reasonable care of their own health and safety and any other persons who may be affected by their acts or omissions at work.
2. As regards any duty or requirements imposed on his or her employer or any other persons by or under any of the relevant statutory provisions, co-operate with him or her so far as necessary to enable that duty or requirement to be performed or complied with.
3. All staff are expected to familiarise themselves with the health and safety aspects of their work and to avoid conduct which would put them or anyone else at risk.
4. Be familiar with the School's Health and Safety Policy and any and all safety regulations as laid down by the governing body.
5. Completed the Health and Safety Checklist and returned to deputy.
6. Ensure health and safety regulations, rules, routines and procedures are being applied effectively by both staff and pupils.
7. See that all plant, machinery and equipment is adequately guarded and is in good and safe working order.
8. Not make unauthorised or improper use of plant, machinery and equipment.
9. Use the correct equipment and tools for the job and any protective equipment or safety devices which may be supplied.
10. Ensure that toxic, hazardous and highly flammable substances are correctly used, stored and labelled.
11. Report any defects in the premises, plant, equipment and facilities which they observe. Defects should be reported on the sheet in the staff room or reported to caretaker or SLT.
12. Take an active interest in promoting health and safety and suggest ways of reducing risks.
13. Report all defects on the maintenance forms and return them to the office
14. Complete and action risk assessments for all potentially hazardous on/off site activities



15. Use, but not misuse things provided for your health, safety and welfare
16. Do not undertake unsafe acts
17. Inform Head of Establishment of any "Near-Misses"
18. Raise health, and safety and environmental issues with pupils – in child friendly speak explaining to them how they can help to keep themselves safe.

**Other**

1. To have professional regard for the ethos, policies and practices of the school in which you teach
2. To maintain high standards in your own attendance and punctuality

Note: This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.



## Person Specification

Criteria	Essential	Desirable	How Identified
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• QTS, (Not applicable to ECTs)</li> <li>• All statutory Basic Skills Qualifications, (ECTs only)</li> <li>• A degree</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualification</li> <li>• Evidence of continued professional development</li> </ul>	Application Interview
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working in school with children of Primary School age</li> <li>• Experience of assessing, recording, monitoring and reporting of children's progress</li> <li>• Knowledge and experience of providing effectively for the needs of individuals, (e.g. classroom organisation, learning strategies.)</li> <li>• Knowledge of statutory curriculum requirements</li> <li>• Knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEND and Safeguarding Children</li> <li>• Experience of using a range of effective teaching and learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Record of outstanding teaching</li> <li>• Evidence of better than expected progress in their teaching groups</li> <li>• Experience of working with partner professionals to improve learning</li> <li>• Experience of developing pupil Support Plans</li> <li>• Experience of working across different year groups and key stages</li> <li>• Knowledge and understanding of the preparation for and administration of statutory National Curriculum tests</li> </ul>	Application Interview References



<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to plan creatively, assess accurately and maintain written records of progress</li> <li>• Ability to engage and motivate children to learn effectively</li> <li>• Ability to teach outstanding lessons</li> <li>• Ability to communicate clearly in a range of contexts and contribute to team meetings</li> <li>• Ability to create a stimulating learning environment</li> <li>• Ability to use initiative</li> <li>• Ability to use IT skills across the curriculum and for administration</li> <li>• Ability to ensure confidentiality and professional protocols</li> <li>• Ability to engage parents in the learning</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of innovation</li> <li>• Aptitude to deploy learning support staff effectively</li> <li>• Ability to support the links between partner schools.</li> <li>• Ability to lead a curriculum subject</li> <li>• Ability to play a musical instrument and lead the development of music across the school</li> </ul>	Application Interview References
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## How to Apply

A full job application pack and application form can be downloaded here:

[SCPS Vacancies](#)

Deadline for applications - Application forms should be submitted via email as soon as possible and at the latest, by **3 pm Friday 19<sup>th</sup> June** to [office@sonning-common.oxon.sch.uk](mailto:office@sonning-common.oxon.sch.uk)

We reserve the right to close this vacancy early if we receive sufficient applications for the role.

All applications must use the form provided. CVs cannot be accepted.

Following shortlisting successful candidates will be invited to an interview, pending satisfactory references. Further details about interview arrangements will be provided to those shortlisted.

Start Date: **1st September 2026.**

Visits to the school are most welcome by appointment. Please contact Kirstin Honor, our Office Manager ([office@sonning-common.oxon.sch.uk](mailto:office@sonning-common.oxon.sch.uk)) to arrange a time.

## Safer Recruitment

Oxfordshire Schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

This post involves the type of work with children and young people that requires applicants to undertake a Disclosure and Barring Service check and appropriate Right to Work clearances in line with our recruitment and selection practices. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post. All users are considered confidentially and according to the nature of the role and information disclosed.

Sonning Common Primary is an Equal Opportunity Employer.

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