



Teacher KS1 (Year 1)
Permanent
Templenewsam Halton Primary School



Our School

Here at Templenewsam Halton Primary School, we seek to develop in our children a love of learning that will last a lifetime. We are committed to providing a stimulating environment, combining high standards and a broad and rich curriculum with the understanding that every child approaches learning in a unique way.

The school has cultivated an ethos in which children know they are safe and that they have rights but also responsibilities. They understand that their voices are heard and that they are expected to contribute to the high standards we expect from them in all aspects of school life.

We have a positive behaviour strategy using three simple rules: we are respectful; we are safe and we are motivated

The school hosts and works closely with an outstanding phase three children's centre. There is a proactive PTFA, and parents have high trust in the care and education provided for their children. Alongside high quality teaching the school provides highly effective support for more vulnerable children and families in partnership with a range of agencies.

Our Vision

To develop lifelong learners through an adventurous and creative curriculum that encourages our children to be curious and to have a secure sense of self, capable of learning from mistakes and embracing challenge. We nurture our children to become well rounded individuals who are capable of making good choices in order to become respectful members of society.



Red Kite Learning Trust

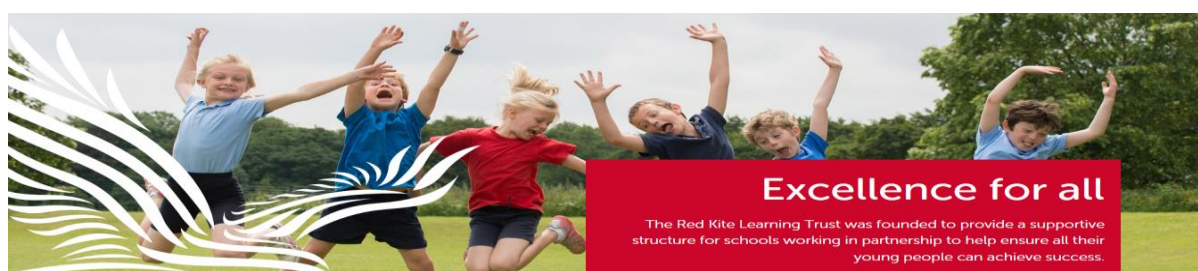
Our Trust provides a supportive structure for individual schools to work in partnership to share administrative functions, to gain economies of scale in purchasing and operational functions, and most importantly to help ensure all our young people can achieve success.

Our Trust was formed in 2015 with three founding schools: Harrogate Grammar School, Oatlands Junior School and Western Primary School in Harrogate whose aim was, and still is, to work together to ensure 'Excellence for All'. Since then, our Trust has welcomed more schools joining:

- In Harrogate, Rossett Acre Primary and Coppice Valley Primary
- In Pudsey, Leeds: Crawshaw Academy
- In Leeds East: Templenewsam Halton joined with 6 other schools as a collective group in Autumn 2018. Other schools included: Temple Moor High School, Austhorpe Primary, Colton Primary, Whitkirk Primary, Temple Learning Academy and Meadowfield Primary.

We are seeing the benefits for young people by working more closely together, collaborating, gaining insight and expertise and sharing the specialist skills and knowledge at our school. We look forward to our Trust steadily developing further over the years and providing even better provision for our children.

The success of our schools is dependent on the quality, talent and commitment of our staff, which is why we strive to recruit the people who share our values and vision. Although we share systems and solutions there is still plenty of room for each school to have its own special character determined by the Headteacher working with their own Local Governing Body (LGB). The Scheme of Delegation is shared in summary and in full via our website. Please follow the link [here](#)



Red Kite Teaching School Alliance

The Red Kite Teaching School Alliance is a partnership of secondary, special and primary schools, collaborating to help each other improve the outcomes for young people and ensuring all our young people have the opportunity to achieve their potential. This school-led approach brings benefits to all the schools involved and helps continue to develop and improve. Our students benefit from the Alliance's work as it impacts directly on the quality of teaching they receive.

We work with other schools to train and develop new teachers. The Teaching School helps us to keep pace with national development and places us at the very forefront of teaching practice. We deliver outstanding training for school staff within the Alliance,

at every stage of their careers, including a full range of school leadership development opportunities.

Regional Maths and Computing Hubs

The work of our Teaching School has been further enhanced and extended with the addition of our Maths Hub, covering the Yorkshire Ridings region. The Hub is one of only 37 designated nationally. Harrogate Grammar School has also successfully been awarded official Computing Hub status, covering North Yorkshire, Leeds and Wakefield. Both Hubs have the aim of developing and spreading excellent practice for the benefit of all students in primary and secondary schools.

Red Kite Teacher Training

Red Kite Teacher training offers school-based routes into teaching through a large partnership of primary, secondary and special schools based in and around Harrogate, Leeds and Skipton. We work with the University of Leeds also as a strategic partner, supporting our initial teacher training provision. Based at Harrogate Grammar School is School Centred Initial Teacher Training (SCITT) who annually have c. 120 primary and secondary trainees. SCITT is only one of the several different routes into teaching that we offer. We offer also an Assessment Only route for professionals already employed in a school and are a Regional Training Centre for the Future Teaching Scholars programme, a new and exciting route in to teaching for those entering their first year at University.

Further information

For further information about our school, the Red Kite Learning Trust, or the wider Red Kite Alliance and our schools, please see the Appendices within this pack and visit the following websites:

<https://templenewsam-leeds.secure-dbprimary.com/leeds/primary/templenewsam>

<http://www.rklt.co.uk/>

<http://www.redkitealliance.co.uk/>

The post specification on the following pages describe the expectations for this role.



Templenewsam Halton Primary School as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

Post Title: Class Teachers

Salary Grade: Salary is in line with National Pay Scales

Contract Type: Permanent

Working Hours: Full Time

Responsible to: Headteacher

General Description: To deliver exceptional learning and support to all our pupils and actively promote the school's vision and ethos. To be consistent with the aims of the school continually striving to ensure each child reaches their individual potential. To meet the Professional Standards for Teachers.

1	Duties as Main Scale Teacher:
1.1	It is the duty as a teacher to maintain and build upon the standards achieved in the award for QTS as set out by the Secretary of State.
1.2	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.
1.3	To fulfil all of the requirements of the school's Employees Code of Conduct, Teachers Code of Conduct and Professional Standards for Teachers.
2	Teaching & Learning
2.1	Develop and maintain an up-to-date knowledge and understanding of the areas of teaching and pupil support for which post-holder is responsible.
2.2	To manage pupil learning through effective teaching in accordance with the school's schemes of work and policies.
2.3	To inspire in pupils a love for learning, acting as a role model, and demonstrating enthusiasm in the delivery of all subject areas.

2.4	To develop pupils' literacy, numeracy, ICT capability and other key skills, including those of working with other pupils and building personal learning confidence.
2.5	Plan high quality learning experiences to meet the needs of all allocated pupils in a consistent and effective way. Use a variety of methods and approaches to match curricular objectives and the range of pupil needs, ensuring equal opportunities for all pupils.
2.6	Use appropriate, high quality teaching and classroom management strategies to inspire and motivate pupils and enable each to make, at the very least, expected progress, with many pupils making more than expected progress.
2.7	Ensure continuity, progression and cohesiveness for pupils in all teaching delivery. Monitor the progress of pupils for whom the post holder is responsible to set high expectations and give regular, timely and constructive feedback.
2.8	To set appropriate, clear, home learning work (in accordance with school policy) and ensure parents and pupils have all appropriate information required for timely completion.
2.9	Maintain appropriate records to demonstrate progress made by pupils.
3.0	Subject Leader - Key Responsibilities: <i>(will not be required of newly qualified teachers in their induction year)</i>
3.1	Establish and lead the strategic development of a responsibility area consistent with the agreed aims and policies of the school.
3.2	Secure and sustain effective learning for pupils through leading the well-planned and effectively organised teaching within the responsibility area, including the professional development of staff.
3.4	Lead, manage and support staff and pupils within the responsibility area to sustain motivation and commitment to high standards of learning and care.
3.5	Plan and be accountable for the effective deployment of allocated resources to secure high quality learning experiences.
3.6	Advise the Headteacher and governors of suitable developments for the effective teaching in or management of the responsibility area.
4	Professional Standards & Development
4.1	Participate fully in professional development activities to develop practice further, sharing the learning from these as appropriate.
4.2	Make an active contribution to the policies and aspirations of the school.
4.3	To work effectively as a member of the school to continuously improve the quality of teaching and learning.

5	General, Safeguarding & Welfare
5.1	Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.
5.2	Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.
5.3	Ensure services are delivered in accordance with the aims of the Equality Policy Statement and develop own and team member's understanding of equality issues.
5.4	To achieve any performance criteria or targets arising from the School's Appraisal arrangements.
5.5	To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
5.6	To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who: <ul style="list-style-type: none"> • Have SEN • Are Pupil Premium/Disadvantaged • Are Gifted and Talented/Academically More Able • Are not yet fluent in English / language skills applicable for age
5.7	Report to the Headteacher in accordance with school procedures.
6	Pastoral
6.1	Every teacher will be expected to have pastoral responsibilities.

Person Specification: E Essential, D Desirable

7	Experience/Aptitudes:	
7.1	Be an excellent classroom practitioner.	E
7.2	Highly effective communication skills.	E
7.3	Ability to form good working relationships & influence others. As the lead professional in the classroom show an ability to advise and support other staff.	E
7.4	Ability to investigate, evaluate, solve problems and make decisions.	E
7.5	Ability to demonstrate a commitment to equality of opportunity for all pupils.	E
7.6	Ability to contribute to wider school life.	E
7.7	High level of skill in dealing with issues relating to pupil behaviour.	E

7.8	Management of people and resources, including planning and organisational skills. Plan, allocate, support and evaluate work undertaken by other staff in the classroom.	E
7.9	Able to use own initiative and motivate others.	E
7.10	Ability to plan effectively using a cross-curricular skills based approach	E
7.11	Competent ability in ICT, able to demonstrate high-level skills and working knowledge of school systems.	E
8	Qualifications/Training/Knowledge	
8.1	Degree level qualification in appropriate/related subject	E
8.2	PGCE or relevant experience	E
8.3	The provisions of National Curriculum and strategies i.e. Literacy, Numeracy and ICT.	E
8.4	Full working knowledge of relevant policies / codes of practice / legislation / SEND / G&T.	E
8.5	Detailed knowledge of pedagogical practice in relation to Teaching and Learning.	E
8.6	Thorough understanding of best practice in raising student attainment.	E
8.7	Willingness to proactively take part in training. Take responsibility for and be keen to improve upon own professional development.	E
8.9	Experience of teaching across whole school	D
9	Characteristics	
9.1	Passionate belief in the ability of every student to achieve. Motivation to work with children	E
9.2	Positive and optimistic attitude towards school improvement and inclusion.	E
9.3	Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them.	E
9.4	Places high priority of effective team working and works easily and comfortably in a team environment.	E
9.5	Open attitude and willingness to support ethos of the school. Open-minded and receptive to new ideas, approaches and challenges	E
9.6	A clear educational vision and sense of direction.	E
9.7	Displays loyalty & commitment to the School.	E
9.8	Good organisational skills and high levels of self-motivation.	E

9.9	Energy, self-confidence, positivity and the ability to 'give more' when the occasion demands.	E
9.10	Ability to work under pressure and to meet deadlines.	E
9.11	Good sense of humour and ability to maintain a sense of perspective in all working conditions.	E
9.12	Record of good attendance and punctuality.	E
9.13	Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure.	E
10	Safeguarding and Promoting the Welfare of Pupils:	
10.1	Has appropriate motivation to work with pupils.	E
10.2	Ability to maintain appropriate relationships and personal boundaries with pupils.	E
10.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E

Staff Benefits: Pay & Reward

As a Trust we have applied the highest level of increase available to our Teaching Staff under the national pay recommendation each year.

One of the flexibilities of being a Multi Academy Trust, means that we have been able to consider and adopt these preferential terms for our staff, but still working within the framework of the School Teachers' Pay & Conditions Document.

We offer a comprehensive range of reward package options to our new staff to facilitate your transfer to our school. Please discuss with us the options available, including provision for relocation support via up front salary payment, and consideration for portability of pay with our HR Team.

In accordance with the national terms, it is not possible to guarantee portability of pay however, salary levels may still be matched if the Trust believes it is appropriate. Although there will be greater freedom to determine starting salaries, all decisions will be fair to existing and new staff and are likely to be modelled on progression as if worked at a Trust School and against the Trust's current salary scales.

Reward Package & Additional Benefits

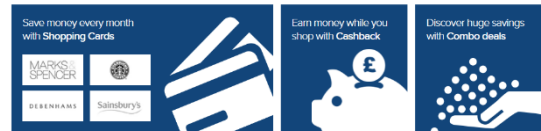
We offer a comprehensive package of reward including: your membership of our outstanding pension provision via the Teachers' Pension Scheme or Local Government Pension Scheme; our 'Employee Benefits Programme' which provides a range of options including our Cycle to Work Salary Sacrifice scheme, allowing all staff to:

- Benefit from huge savings on the cost of a new bike and/or safety equipment, supported by the Trust up to a total value of £2000

- Spread the cost over a year and make a significant saving on Income Tax and National Insurance contributions on the total salary sacrifice value
- Choose from over 500 brands from over 2000 partner stores across the UK

Many more staff benefits are available, via an online rewards portal, in areas including: Shopping, family, automotive, financial, professional, home & garden, sport, health, beauty and travel.

The Trust additionally provides personal Wellbeing Services for staff, recognising that there may be periods within our life where that additional and independent support may be needed through times of, for example: bereavement, divorce, separation, significant illness of loved ones, financial issues/difficulties, or parenting issues. This is provided through an Employee Assistant Programme available to staff and their family members as a 24/7 independent service.



The Trust is focussed on further enhancing the Reward offer for all our staff and we hope to deliver additional benefits during 2021 aligned to the suggestions from our whole staff team.

How to Apply

We hope that after considering all the information provided you will decide to make an application.

To access our on-line application form via the Red Kite Learning Trust, please visit:

www.rklt.co.uk/vacancies/

School visits: We encourage you to informally discuss the opportunity with the Headteacher, Lisa Seton, from 4 – 13 May 2021. Additionally visits to school can be arranged within Covid guidelines.

Please contact the school on 0113 2930314 and ask for Tina Horsey (SBM) in the first instance.

Closing Date: 9am on Friday 14 May 2021

Selection Process: Dates to be confirmed between 17 and 21 May

We will advise shortlisted candidates as soon as possible after the closing date.

Whatever the outcome of your application, we thank you for the interest you have shown in our school and we wish you well for your future career.

For further supporting information regarding the Red Kite Recruitment Process Guidelines and Red Kite Ex-Offenders Policy, please see our Red Kite Learning Trust website.