



Care Imagine Believe Strive Achieve

www.melbourneprimary.org.uk

Class Teacher

Application Pack



Class Teacher

Fixed Term Until 31st August 2023 – Full Time – MPS 1-6

Closing date: Friday 24th March at 09:00

Shortlisting: Friday 24th March at 09:00

Interview date: Thursday 30th March



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Your application can be supported by a covering letter detailing your experience of teaching and learning, the impact your appointment will make in terms of raising standards at our school and why you are an ideal candidate.

For further information and an insight into our school ethos please feel free to browse our website and Twitter account. The details are as follows:

Website	http://www.melbourneprimary.org.uk
Twitter	@melbourne_cps @mps_cygnetswan @mps_mallard @mps_otter @mps_heron @mps_kingfisher @mps_pheasant



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March 2023

Dear Prospective Applicant,

Class Teacher



Thank you for expressing an interest in the **Class Teacher** position at Melbourne Primary School. Melbourne Primary School is part of the Wolds Learning Partnership Academy Trust. As a family of schools with shared values, we believe we can provide the best education for children in our care by working together to develop best practice, whilst retaining our own unique ethos, identity name and Governing Body structure.

We are looking for an enthusiastic and committed colleague who would thrive on the opportunity to develop their experience and make a significant contribution to school life in and out of the classroom.

Melbourne is a one form entry primary school at the heart of a vibrant community. We have a very successful Early Years setting on site and pupil numbers continue to grow.

Our latest Ofsted inspection rated us as Good (January 2023) and we are proud of the strong improvements we have made since then. However, we are far from complacent and aspire for Outstanding moving forward. We pride ourselves on having a strong ethos, which permeates the work of all staff and pupils in our community. You can be sure of a warm welcome and genuine support in all that you do.

Please read this application pack carefully. The success of our school is dependent on the quality, talent and commitment of our staff; this is why we want to make sure we recruit the right person who can share our values and vision.

We welcome your application if you feel this is the right school for you!

Mr Dan Morrison

Headteacher



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School Overview

Melbourne Primary School was built in the 1960s, catering for children between the ages of 3 - 11 years. The traditional catchment area is Melbourne and surrounding villages. The nearest market town is Pocklington and we are only 10 miles from the City of York.

This year the school achieved its highest statutory results within all subjects at each assessment point that it has ever received. This is testament to our high standards of teaching as well as the impressive learning behaviours of our children.

We provide a supportive, creative and inspiring environment for learning where children are empowered to be the best that they can be. Our school values underpin all aspects of our school life:

Care - we choose to care

- *we create a safe and stimulating environment where we respect the property of others and ourselves*
- *we care for and about each other, showing respect and understanding*
- *we recognise and respect individuality and children's differing experiences*

Imagine - we recognise and nurture all forms of creativity, delivering a curriculum that develops

- *communication, representation and self-expression*
- *production, performance, presentation and enterprise*
- *originality, thinking skills and problem solving*
- *the universe, creation, awe and wonder*

Believe

- *we believe in the limitless potential of our learners*
- *we believe that through expert teaching and support all children can achieve a high standard*
- *we believe in life-long learning*

Strive

- *we foster children's self-belief, self-esteem and positive attitude*
- *we show our young pupil that they can and will succeed and develop their resilient perseverance until they do*

Achieve - the pursuit of excellence

- *we aim to enable everyone to realise their full potential, to encourage self-motivation and encourage children to be proud of their own achievements*



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Curriculum: We believe that a broad and balanced curriculum starts with a strong grounding in basic skills, incorporates the statutory programmes of study and is then enriched by creative opportunities. We actively promote opportunities for sport, art, music, dance and drama wherever possible, as we believe a holistic approach also develops children's confidence and self-esteem.

Teaching and Learning: a premium is placed upon standards of teaching across the school. We pride ourselves on keeping abreast of current educational thinking and ensure that we look beyond the walls of our school to find best practice. Teachers work hard and work closely with one another to plan and deliver exciting lessons that engage and enthuse pupils and adults alike.

Staff: We have cultivated a highly committed, professional and friendly staff, who have worked hard to successfully establish a positive and thriving learning community. Staff at Melbourne are welcoming and supportive and work effectively as a team to ensure a focused and child centred working environment.

Pupils: Our pupils are well behaved in lessons and appreciate that they are active participants in their own learning. We consistently receive positive feedback from external visitors to support this Children understand the core values and live these in to being. The school embraces a 'Growth Mindset' approach that encourages pupils to recognise that we all learn more effectively if we put in the maximum amount of effort.

Governance: Our Local Governing Committee is extremely dedicated and works tirelessly behind the scenes for the greater good of the school. They engage in a range of active monitoring activities on a regular basis so that they know exactly what is going on in school and how well we are progressing towards our School Improvement Plan goals. Staff know who they are and appreciate the interest that they take in the life of the school.

Extended Schools: We run our own Breakfast Club and After School Clubs. These sessions take place on the school site.

Extra-Curricular Activities: In addition to wrap-around provision we have a thriving programme of tutoring, music, drama, sports teams, residentials, art events, project days and charity events. Everyone contributes, as we all feel that this is a vital part of our role in developing the potential of all of our pupils and building a cohesive community.



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Class Teacher

Responsible to:	Headteacher
Salary	MPS 1-6
Hours of work:	Full time, fixed term until 31 st August 2023

General Duties: The following duties are deemed to be included in the professional duties, which a teacher may be required to perform- 'School Teachers' Pay and Conditions Document 2012' Sections: 61.1-61.16.

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively



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- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.
- Take responsibility for a subject area (after NQT year)

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position:
 - to having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - to showing tolerance of and respect for the rights of others
 - to not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs



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- to ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

The Trust operates a safe recruitment process and appointment to the post will be subject to suitable references and an enhanced Disclosure and Barring Service check. The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



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How to Apply

If you would like to apply for this vacancy, please download a teaching post application form from the school website www.melbourneprimary.org.uk

Please complete the 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.).

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.

We require details of **two referees**, one of which must be your current or most recent employer. Please provide their names, **email addresses** and daytime contact numbers. (See 'References' on the Important Information page of this Pack).

Please sign the declaration on the final page of the application.

CVs are not accepted as part of the application process. Please ensure you fully complete the relevant application form.

For any enquiries, prior to application, please contact dmorrison@mcps.org.uk

Completed applications need to be emailed to dmorrison@mcps.org.uk prior to the application deadline.

When will I hear if I have been shortlisted?

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Details of the interview programme will be confirmed after the closing date.

If you have not been contacted within 2 weeks of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future. Due to the volume of applicants, we are unable to give feedback to non-shortlisted candidates.

Equality and assurance

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not 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. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity

All shortlisted candidates will be asked to provide scanned copies of qualifications and identity. The successful candidate will be required to produce original of this documentation when possible to do so.



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The successful candidate's documents will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

Right to Work in the UK

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.

Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. Checks will also be made against the Independent Safeguarding Authority (ISA) 'Barred' lists (previously DCSF 'List 99' and Protection of Children List (PoCA)). All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place.

Safeguarding

Melbourne is committed to safeguarding and promoting the welfare of its pupils and expect all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above).



Person Specification		
	Essential	Desirable
Qualifications		
QTS	X	
Experience		
Experience of working successfully and co-operatively as a part of a team	X	
An up-to-date knowledge of child protection procedures and commitment to safeguarding pupils	X	
Excellent behaviour management skills	X	
Recent and relevant experience of working in Key Stage 1		X
Demonstrable experience of teaching phonics, early reading and maths mastery		X
Skills and Knowledge		
A thorough knowledge of the National Curriculum	X	
Understanding of current research into teaching and learning	X	
Ability to communicate effectively in a variety of situations	X	
Commitment to work as part of a team	X	
Evidence of involvement in assessment, targeting, recording and reporting	X	
Ability to use data to impact on progress	X	
Classroom Management		
Insistence on high standards and expectations of children	X	



Well-organised and managed classroom where children are independent learners	X	
A creative and exciting learning environment, where children's work is well-displayed	X	
Work planned to a high standard and regular assessment of children's achievements carried out	X	
An understanding of differentiation in learning activities	X	
Experience of effectively planning for other adults in the classroom	X	
Personal Qualities & Values		
Commitment to the Trust's ethos and values	X	
Enthusiasm and passion for teaching and young children	X	
Flexible, able to cope with change	X	
Warm, enthusiastic, reliable	X	
Excellent communication and interpersonal skills	X	
Willingness to take a full part in the life of the school	X	
Able to reflect on own teaching and professional development	X	
Willingness to lead extra-curricular activities	X	
The ability to support and motivate colleagues	X	
Ambition	X	
Good attendance and work ethic	X	
To have a sense of humour and an ability to keep things in perspective	X	
Commitment to safeguarding and equality at all times	X	





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