

# St. Mary's Catholic Primary School, Great Ecclestone



**Key Stage 2  
Teacher**

**September 2024**

**Application  
Pack**

**Closing date: Friday 3<sup>rd</sup> May 2024 -  
midday**

**Interview Dates: TBC w/c Monday  
6<sup>th</sup> May 2024**

# Welcome to St. Mary's

St Mary's Catholic Primary School, Great Eccleston wish to appoint a talented practitioner to join our hard working and successful staff team from September 2024. This is a permanent, part-time post working in our mixed Key Stage 2 class, years 4/5/6 . The hours are FTE 0.6 over three days per week.

The successful candidate will have access to opportunities for professional development and will be part of a very supportive team.

## ***Are you....***

- Dedicated to working in close partnership with children, staff and parents within our caring Catholic school and village community?
- A creative and enthusiastic teacher?
- Flexible and willing to show initiative?
- Organised and prepared to work tirelessly to find the answers to any challenge?
- An effective classroom practitioner with high expectations of achievement and behaviour?
- A highly motivated person who can demonstrate recent successful planning and delivery of teaching, learning and assessment in the primary Upper Key Stage 2 age range?
- Have experience of delivering Key Stage 2 SATs?

## ***Our children have asked for you to be:***

- A good combination of strict and fun!
- Someone who understands every child
- Someone who is able to teach mixed-year groups at a time
- Someone who can help us to learn and is good at explaining things
- Someone with a good sense of humour and a friendly smile every morning!

If the answer is yes to all of the above, then we would love to meet you!

## ***In return we offer....***

- A dedicated, enthusiastic and professional school team who have a clear shared vision and wide-ranging expertise
- Children who are excited and eager to learn
- A skilled, ambitious governing body, committed to helping the school move forwards

## ***We offer:***

Children who are polite and interested in learning

Hard working, committed and caring staff

Supportive parents

A warm, friendly environment, in which children are at the heart of all we do

Good opportunities for professional development.

# Headteacher Welcome

Dear Applicant,

Thank you for taking the time consider applying for the important post of Key Stage 2, mixed Year 4/5/6 class, in our school. This post offers part-time working hours over three days (FTE 0.6).

We are a very small school which recently converted to Academy status and are proud to be linked to the Blessed Edward Bamber Catholic Multi-Academy Trust (BEBCMAT). We are a vibrant school, full of life, and greatly value the contribution each individual makes to our school family. The children at St Mary's form a close knit and caring community; are keen and interested in learning and above all enjoy attending St Mary's. The school's Governors are supportive and forward thinking.

There is a strong supportive team ethic at St Mary's and staff work hard to provide a broad ranging curriculum which offers a large variety of learning opportunities and experiences for all children and take great pride in their work with them.

Visits to school and further discussion about the post are welcome and appointments can be made by contacting the school.

We look forward to meeting you and wish you every success should you decide to apply for this post.

Yours sincerely,  
Jennifer Birch  
Acting Headteacher





Laugh Learn Love

# CEO Welcome

Dear Applicant,

Thank you for your interest in the role of part-time, Key Stage 2 mixed class teacher at St. Mary's Catholic Primary school. St. Mary's is part of the Blessed Edward Bamber Catholic Multi Academy Trust (BEBCMAT).

This is a fabulous opportunity for you to join us and work with a fantastic group of committed staff who believe strongly in education and working to improve the life chances of our children and young people.

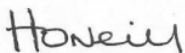
The core principles of the Trust are to educate the whole person, aiming for excellence and working together for the Common Good. Through collective responsibility, united in our Catholic faith, the Trust strives to enable each school to thrive spiritually, academically and financially so that all of the children and young people can 'belong, engage and become' – and reach their full potential by realising their God-given talents.

The Trust works in partnership as one family of schools, whilst maintaining and celebrating the uniqueness of each individual school and the community it serves. We are a values-driven Trust. Our core values of Trust, Respect, Faith, Hope and Service are our hallmarks. These values underpin all of our relationships; between staff, pupils, families, our wider parishes and local communities.

In our Trust, we welcome people who share our vision and our absolute commitment to our pupils, our staff, our families, parishes and the wider communities we serve.

If you believe you have the knowledge, skills and experience to make a positive contribution then we would welcome an application from you.

Yours sincerely



Helen O'Neill  
Chief Executive Officer



# Trust Schools



Christ the King  
Catholic Academy



Sacred Heart  
Catholic Primary  
School



Holy Family Catholic  
Primary School



St Cuthbert's  
Catholic Academy

*Care - Courtesy - Concern*



St Kentigern's  
Catholic Primary  
School



St Mary's Catholic  
Academy



St Mary's Catholic  
Primary School



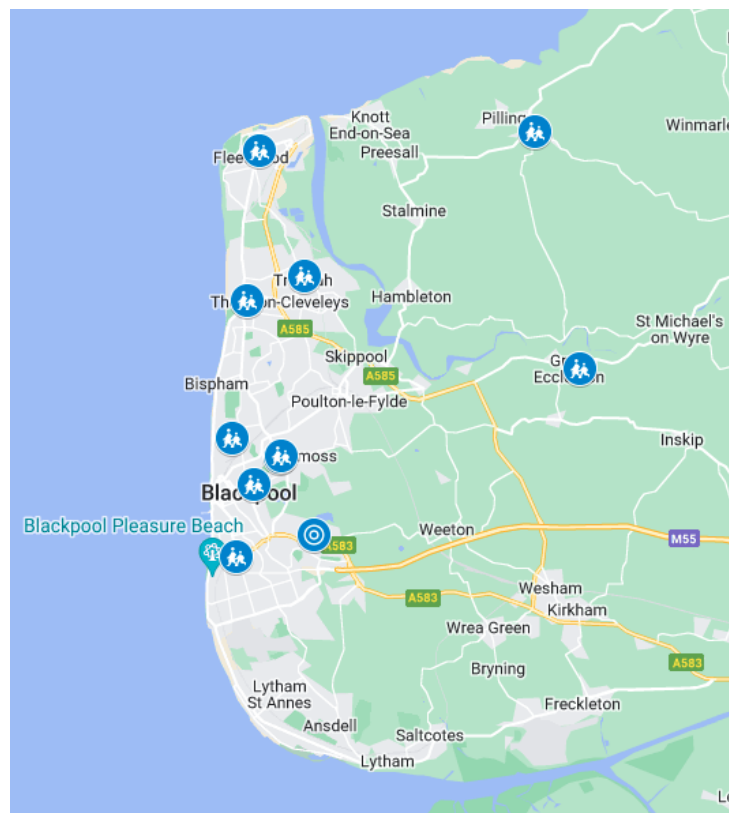
St Teresa's Catholic  
Primary School



St William's Catholic  
Primary School



St Wulstan's &  
St Edmund's Catholic  
Primary School



# How to apply

## Prior to applying

Applicants are invited to visit the school and meet our staff and pupils.

If you are unclear about any aspect of the application process or you would like any additional information about the school or the role, please contact:

Georgia Parkinson (School Business Support Officer)

[bursar@st-marysgreateccleston.lancs.sch.uk](mailto:bursar@st-marysgreateccleston.lancs.sch.uk)

or

Ann Daly (Trust HR Officer)

[recruitment@bebcmat.co.uk](mailto:recruitment@bebcmat.co.uk)

## Application process:

Please send your completed CES application form (available on the school website) to:

Ann Daly (Trust HR Officer)

[recruitment@bebcmat.co.uk](mailto:recruitment@bebcmat.co.uk)

There are guidance notes supplied to assist in the completion of the forms.

Closing date for applications: Friday 3<sup>rd</sup> May 2024 - midday

Interview dates: TBC w/c Monday 6<sup>th</sup> May 2024

## Post Details:

**Grade: Teacher Pay Scale (M1-M6 or UPS1 – UPS3)**

**Term: Permanent**

**Required: September 2024**

**Hours: Part Time FTE 0.6**

# Job Description

|   |  |
|---|--|
| <b>Post Title:</b>  | <b>Key Stage 2 Class Teacher</b>                         |
| <b>Location:</b>  | <b>St Mary's Catholic Primary School Great Eccleston</b> |
| <b>Job Purpose:</b>   | <b>Scope of work – appropriate for this post:</b>        |
| <p>The post-holder is required to carry out the general duties of a schoolteacher as set out in the most recent School Teachers' Pay and Conditions Document (STPCD) and with regard to current Teaching Standards. In discharging this responsibility, the post-holder will be expected to work in accordance with the requirements of the National Curriculum in England, the school's aims, objectives, and any policies of the School or Trust.</p> <p>The post-holder is required to carry out such particular duties, which form part of the STPCD, which the Head Teacher may reasonably direct from time to time.</p>   |  |
| <b>Specific Responsibilities:</b>   |  |
| <ul style="list-style-type: none"><li>• To teach a mixed age class of children of age range Years 4/5/6</li><li>• Be responsible for leading several curriculum areas which will be negotiable on expertise and interests</li><li>• Assist in developing, enhancing and resourcing appropriately Key Stage 2 and ensuring the curriculum is broad, balanced and accessible to all children</li><li>• Assist in developing and enhancing links with local community</li><li>• Assist in overseeing the development of the school's transition stages –eg KS2 to Year 7</li></ul>   |  |
| <b>General requirements:</b>  |  |
| <p>You will be expected to work within the guidance of the policies of the Trust and Diocese.</p> <p>Therefore, the Post-holder will routinely undertake the following:</p>   |  |
| <b>1. Religious Ethos</b>   |  |
| <ul style="list-style-type: none"><li>• Maintain and promote the school's Catholic Ethos and the development of its Christian life in accordance with its Mission Statement, aims, objectives and values</li><li>• Promote the school as a worshipping community and a learning community</li><li>• Ensure the curriculum, relationships, priorities, pastoral care and discipline reflect the message proclaimed by Christ.</li></ul>  |  |
| <b>2. Curriculum Development</b>  |  |
| <ul style="list-style-type: none"><li>• Contribute to the development of, and implementation of, the curriculum for each subject area so the curriculum meets KS2 National Curriculum requirements, makes use of appropriate initiatives, and for RE so its curriculum content is in line with the Curriculum Directory for RE</li><li>• Plan sequences of learning for each subject area, taking into account: the school's curricular procedure, guidelines and schemes in use pupil needs builds on pupils capabilities and prior knowledge to enable next step learning</li><li>• Through careful preparation, planning and marking of work ensure that effective learning is taking place</li><li>• Ensure individual pupil's have continuity of learning and progression of Achievement</li><li>• Ensure a broad, balanced, relevant and effective curriculum is available to all pupils</li><li>• Use knowledge and understanding of how pupils learn to impact on Teaching</li><li>• Have secure knowledge of the subjects/curriculum aspects being taught</li><li>• Work with the head teacher and other staff to identify curriculum priorities to create a systematic and realistic school development plan</li><li>• Participate in discussion, development and revision of whole policies and schemes of work and evaluate their effectiveness</li></ul> |  |



# Job Description

|             |   |
|-------------|---|
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### 3. Curriculum Delivery

- Create a safe, stimulating, relevant and child friendly learning environment rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Guide pupils to reflect on the progress the progress they have made and on what their emerging needs might be
- Encourage pupils to develop a responsible and conscientious attitude to their learning
- Foster and maintain pupils' interest in the subjects delivered and address misunderstandings
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and correct use of standard English
- Demonstrate clear understanding of Systematic Synthetic Phonics
- Demonstrate a clear understanding of appropriate teaching strategies for Mathematics
- Keep abreast of national/local initiatives
- 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
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Understand how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- Be aware of the physical, social and intellectual development of children and 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 SEND, high ability, English as a second language, and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 4. Human Resources

- Participate in the planning and decision making of the school where appropriate
- Welcome and deploy any volunteer involvement and support offered where appropriate
- Promote equal opportunities for all pupils in relation to gender, race and SEND

### 5. Pupil Welfare and Pastoral Care

- Develop good pupil /teacher and teacher pupil relationships
- Demonstrate consistently the positive attitudes, values and behaviours expected of all pupils
- Maintain good discipline, standards of behaviour and classroom routines consistent with the school's Mission Statement and rules
- Take responsibility for promoting good and courteous behaviour both in classrooms and around the school in accordance with the schools' behaviour policy
- Maintain high expectations of behaviour and maintain discipline using a range of strategies including praise, rewards and sanctions where necessary consistently and fairly
- Seek from pupils the highest standard of work, encourage good presentation and careful and accurate completion

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|                    |  |
|--------------------|--|
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- Manage classroom environment effectively using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Promote good attitudes towards the school community by positive reinforcement
- Foster and encourage the development of the wider activities of the school so that pupils may gain new skills, develop talents and interests, and enhance personal qualities
- Have regard for the statutory obligations contained in the Code of Practice for SEND pupils
- Promote equal opportunities for all pupils regardless of gender, race, religious commitment, disability or special needs
- Maintain a happy, ordered and stimulating environment through establishing good relationships with pupils and exercising appropriate authority and acting decisively when necessary.

## **6. Management Structures**

- Accept responsibility for the effective teaching and organisation of the class group of Year 4/5/6 pupils
- Accept responsibility as a curriculum leader in key areas of the curriculum
- Accept the 1265 hours (directed time) document as prepared by the Head Teacher
- Provide supervision of pupils during break times on a rota basis

## **7. Monitoring and Evaluation**

- When necessary assist in the development of suitable forms of pupil assessments consistent with DfE and LA guidelines
- Review, monitor and assess the work of Key Stage 2 through the evaluation of pupils' progress and of teaching effectiveness with systematic standard of record keeping and assist in whole school monitoring
- Provide parents with verbal and written reports on their child's/children's progress
- Know and understand how to assess the subjects taught including statutory assessment
- Oversee legal obligations in regard to statutory assessments and SATs if required to do so by the head teacher
- Be accountable for pupil's attainment, progress and outcomes.
- Make use of Formative and Summative Assessment and other relevant data to assess and monitor pupils progress, set targets and plan subsequent lessons to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **8. Environment**

- Maintain an awareness of the school's Health and Safety Policy
- Create an attractive, inspiring environment which stimulates learning and enhances the appearance of the school

## **9. Finance**

- Monitor, finances spent in line with the School Development Plan
- Manage budget for areas of responsibility effectively

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|             |   |
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## 10. Physical Resources

- Control and account for those financial and material resources of the school which are delegated by the head Teacher and monitor their effective use
- Site materials and equipment appropriately with due regard for health and safety
- Keep under review and make suggestions for the updating and regeneration of all equipment and resources with particular reference to Key Stage 2

## 11. Community Links

- Liaise with the Parish Priest and Parish organisations as and when appropriate
- Maintain good relationships with other schools where appropriate and develop links with local preschools and playgroups
- Promote a positive image of the school
- Develop good relationships with parents/guardians based on mutual trust

## 12. Wider Professional Responsibilities

- Make a positive contribution to the wider life and ethos of the school, attending events and taking part in clubs after school
- Develop effective professional relationships with colleagues, knowing how and when to draw on specialist advice and support
- Participate in staff meetings and assemblies
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents/carers regarding pupils' achievements and well-being, including at parents' evenings
- Contribute to and prepare reports for other agencies as required and appropriate
- Participate fully in teacher appraisal/performance management procedures.
- Treat pupils with dignity, build relationships mooted respect, and at all times observing proper boundaries appropriate to a teacher's profession position
- Have due regard to safeguard pupils' well-being in accordance with statutory provisions
- Show tolerance of and respect for rights of others
- Promote fundamental British values, including democracy, rule of law, individual liberty and mutual respect as well as tolerance of those with different faiths and beliefs
- Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerabilities or might lead them to break the law
- Having proper and professional regard for the ethos, policies and practices of St Mary's Catholic Primary School Great Eccleston
- Maintain high standards in attendance and punctuality
- Work/act within the statutory frameworks which set out their professional duties and responsibilities
- Present oneself smartly

# Person Specification

| Personal Attributes required<br>(on the basis of the job description)  | Essential (E)<br>or<br>Desirable (D)   | To be identified by:<br>(eg application form,<br>Interview, reference etc                                |
|--|--|--|
| <b>Qualifications and Training</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree</li> <li>• Successful completion of ECT/NQT induction year(s)</li> <li>• Commitment to continuing professional development/Recent participation in a range of relevant in-service training</li> <li>• Hold CCRS or equivalent or be willing to undertake this qualification</li> </ul>  | <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p>   | <p>Application form</p> <p>Interview</p> <p>Reference</p>  |
| <b>Experience:</b> <ul style="list-style-type: none"> <li>• Experience of Teaching Primary aged children – especially EYFS/KS1</li> <li>• Proven record of good/outstanding teaching and raising attainment</li> <li>• Experience of working with SEND pupils and using IEPs</li> </ul>  | <p>E</p> <p>E</p> <p>E</p>   | <p>Application form</p> <p>Interview</p> <p>Supporting Statement</p> <p>Reference</p> <p>Observation</p> |
| <ul style="list-style-type: none"> <li>• Maintain and uphold the values, ethos and mission of the school</li> <li>• Thorough knowledge of the current National Curriculum and age-related expectations with particular reference to EYFS/KS1</li> <li>• Appropriate knowledge and understanding of the Curriculum Directory for RE</li> <li>• Knowledge and understanding of a variety of teaching and learning</li> <li>• strategies/initiatives and how to they may be used effectively within the context of St Mary's</li> <li>• Awareness of possible barriers to learning within the context of St Marys and how these can be overcome</li> <li>• Ability to teach an mixed age EYFS/KS1 class which includes pupils from Year R-1 with a wide range of abilities</li> <li>• Ability to provide challenging learning opportunities for children with a range of needs, yet maintain their engagement</li> <li>• Ability to effectively use of assessment for learning strategies to move pupils on in their learning</li> <li>• Ability to monitor, assess, record and report children's attainment and achievement</li> <li>• Knowledge/understanding of strategies (and ability) to promote/maintain excellent behaviour for learning and behaviour/relationships between pupils</li> <li>• Effective use of additional adults to promote <i>effective</i> learning</li> <li>• Good ICT skills and knowledge, and ability to use these to appropriately support effective learning</li> <li>• Ability to create a stimulating and supportive learning environment</li> <li>• Commitment to statutory requirements regarding equal opportunities, SEND, Safeguarding and Child Protection</li> <li>• Is willing to participate in all school's activities and to lead/supervise extra-curricular activities</li> <li>• Understanding of the nature of working in a distinctly Christian School and ability to live out and teach the school's values</li> <li>• Ability to lead more than one subject area</li> </ul> | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> | <p>Application form</p> <p>Interview</p> <p>Supporting Statement</p> <p>Reference</p> <p>Observation</p> |

# Person Specification

| Personal Attributes required<br>(on the basis of the job description)  | Essential (E)<br>or<br>Desirable (D)                                | To be identified by:<br>(eg application form,<br>Interview, reference etc) |
|--|---|--|
| <b>Personal qualities:</b> <ul style="list-style-type: none"> <li>• Belief in and commitment to promote the ethos of the school</li> <li>• Excellent interpersonal skills in order to establish/maintain/develop positive relationships with all members of the school's community</li> <li>• Ability to prioritise effectively</li> <li>• Enthuse and inspire children</li> <li>• An open minded to new initiatives and change</li> <li>• A problem solving, solution focussed attitude</li> <li>• Resilient, reliable and honest</li> <li>• Enthusiastic and dedicated with a "down to earth" sense of humour</li> <li>• Work well as part of a whole school team supporting and being supported by others</li> <li>• Adaptability and flexibility</li> <li>• Excellent communication skills both oral and written</li> <li>• Good health and attendance record</li> </ul> | E<br><br>E<br><br>E<br>E<br>E<br>E<br>E<br><br>E<br><br>E<br>E<br>E | Application form<br>Interview<br>Reference<br>Observation                  |
| <b>Confidential references and reports:</b> <ul style="list-style-type: none"> <li>• References should provide a strong level of support for the relevant professional and personal knowledge, skills and abilities referred to above</li> <li>• Positive recommendation from current employer/college</li> <li>• Satisfactory health and attendance record</li> <li>• Confirmation of appropriate DBS clearance</li> </ul>  | E<br><br>E<br><br>E<br>E  |  |
| <b>Application Form and Letter:</b> <ul style="list-style-type: none"> <li>• A current CES application form should be fully completed and be free from error.</li> <li>• The letter of application should be no more than two sides of A4, free from error, clear concise and relevant to this specific post</li> </ul>  | E<br><br>E  |  |
| <p>The contract for this post will be a Catholic Education Service (CES) contract.</p>   |   |  |



# Safeguarding Information

## Introduction

The Blessed Edward Bamber Catholic Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people in its schools. The Trust complies with the statutory legislative requirements and guidance that seeks to protect children, including 'Keeping Children Safe in Education' guidance. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

## Safer Recruitment

Job descriptions and person specifications make reference to safeguarding and child protection. All posts are subject to satisfactory completion of enhanced Disclosure and Barring Service certificate (DBS) checks. All advertisements include a safeguarding statement and commitment.

## Application Stage

All applicants are scrutinised to verify identity and academic qualifications. Professional references are requested using our standard pro-forma for short-listed candidates. As a minimum, references should be from the two most recent employers and a Parish Priest if applicable. References are checked against previous employment history and gaps in employment. Professional references must be obtained from work email addresses. Our standard reference proforma makes reference to suitability to work with children and young people. The application form requires applicants to complete a disclosure of any criminal convictions.

## Short listing

Only those candidates meeting the criteria outlined in the person specification will be short listed. All short-listed candidates will be subject to an online search as part of our safer recruitment due diligence.

## Interview

Shortlisted candidates will take part in an interview and selection process. Candidates will be asked to address any discrepancies or gaps in their employment history. Candidates will be reminded of their responsibility to disclose any criminal convictions if they have not already done so. Proof of identity, qualifications and right to work in the UK must also be provided at interview.

## Appointment

An enhanced Disclosure and Barring Service Certificate (DBS) will be required for all appointed posts. Other pre-employment compliance checks will be carried out. This post is subject to satisfactory references which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, online searches, medical check, evidence of qualifications plus verification of the right to work in the UK. For teaching positions, barred list checks and prohibition from teaching checks will also be carried out. For leadership positions, section 128 checks will be performed. All staff will receive a comprehensive induction programme covering all aspects of safeguarding and health and safety.

## Probation

All new staff will be subject to the trust probation procedures for a period of 6 months. The probation period is to enable the assessment of an employee's suitability for the job and which includes a review of the performance of new staff in relation to duties, skills, qualifications and experience outlined in the job description and person specification. This will also include an employee's suitability to work with children and young people and their commitment to safeguarding and child protection.

## Equal opportunities

BEBCMAT recognises the value of, and seeks to achieve a diverse workforce. BEBCMAT takes positive steps to create an employment culture in which people feel confident of being treated with fairness, dignity and respect, irrespective of their differences. The Trust is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

## General Data Protection Regulation

BEBCMAT is committed to ensuring that the privacy of an individual is protected. By signing a contract of employment, the employee is agreeing to the Trust processing their personal data, including 'sensitive personal data' as defined in the General Data Protection Regulation (GDPR), for the purposes of the operation, management, security and/or administrations, as well as complying with applicable laws, regulations and procedures. The information you provide (except Equality Monitoring Information) may be shared with partner organisations that provide services to the Trust. A full list of these organisations is available on request from the CFO.

