

# WELTON PRIMARY SCHOOL

ELLOUGHTONTHORPE WAY WELTON BROUGH HU151TJ  
Tel: 01482 667222 email: sbm@weltonprimaryschool.com



Teaching Vacancies -

A 0.6 fixed term KS2 -1 Year

Salary: these positions will be paid M1-M3 maximum M3

## Introduction

Welton Primary School has a fixed term Y5 KS2 teacher vacancy available for September 2026, for one year due to falling pupil numbers. The vacancy is part time (19.5 hours per week). The hours will be allocated over three days, Monday to Wednesday.

Welton Primary School is a friendly and vibrant community. We are seeking talented, highly skilled and energetic individuals to join our exceptional team.

A strong skill set is important but being a champion and advocate for real inclusion, high expectations and believing in the potential of all children is essential for these roles. We are looking for people who want to make a difference to all children and enjoy working with young people who deserve the highest expectations to enable them to be independent and successful.

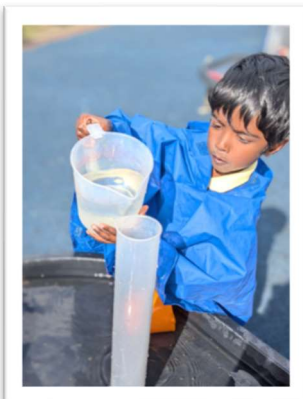
The successful candidates must:

- be able to demonstrate the criteria in the job specification
- be committed to the role and its responsibilities
- demonstrate loyalty to the school and the pupils
- demonstrate fidelity to the Welton Way
- champion and celebrate the unique qualities of all pupils at all times
- be a role model as a learner, proactively seeking new skills and knowledge
- put the child at the centre of all their work
- be able to demonstrate a nurturing and restorative approach to maintaining very high standards of learning behaviours

If you want to take advantage of an excellent profession opportunity, working in a school that implements change through the use of research and strong leadership at all levels then we would like to hear from you.

The school can provide support for ECT's through the Vantage Teaching School Hub.

Visits to the school: Please email or phone the school to make an appointment.



## General Information

### Headteacher

Mrs Nikki Pidgeon

### Chair of Governors

Mrs J Gould

### Number on roll

There will be 265 children on the school roll in September 2026.

### School Classification

Welton Primary is classified as a "Community Primary School".

### Visiting Arrangements

Questions in relation to the school and post can be made via email to [sbm@weltonprimarieschool.com](mailto:sbm@weltonprimarieschool.com). Please visit the school website for further information about the school and a brief video of the school. We will try to accommodate visits to the school before interviews.

### Ethos and Values



Our children will leave Welton proud, happy and confident.

They will know how to be kind and always try to do their best.

Our pupils will be academically successful and have a lifelong love of learning.

Our school family will nurture, challenge, and lead our pupils, igniting their unique spark of genius.

Be  
Kind

Be  
Responsible

Be A  
Learner



# THE WELTON WAY

## Vision and Values

Our children will leave Welton proud, happy and confident.

They will know how to be kind and always try to do their best.

Our pupils will be academically successful and have a lifelong love of learning.

Our school family will nurture, challenge, and lead our pupils, igniting their unique spark of genius.

The Welton Family will demonstrate our values by remembering:  
"The Welton Way"

## Be Kind,

We will ensure that everyone feels accepted, valued, and included. By being nurturing and listening to understand, we will be able to offer friendship and kindness. By respecting ourselves and each other our community will be a happy one.

## Be Responsible

We will take responsibility for ourselves, our actions and our community to ensure it is a happy, safe and nurturing place to be. When we make mistakes, we will take responsibility for putting things right and be prepared to forgive. We will always try to do our best so we can be proud of ourselves.

## Be a Learner

We will be ready and an active learner. We join in by asking questions, making suggestions, offering opinions, sharing experiences and taking part in discussions and group activities. We will show resilience by taking on challenges and having a positive attitude. Our confidence will help us be successful and ignite our unique spark of genius.

Adult Behaviour	3 Rules	Over and above Recognition
<ul style="list-style-type: none"><li>• An exceptional role model for the Welton Way at all times.</li><li>• Calm, consistent and fair</li><li>• Give first attention to the Welton Way.</li><li>• Relentlessly bothered</li><li>• Meet and greet at the door with a smile</li><li>• Recognise over and above</li></ul>	<p><b>Be Kind</b> <b>Be Responsible</b> <b>Be a Learner</b></p>	<ul style="list-style-type: none"><li>• Praise</li><li>• Recognition board / display</li><li>• Visit SLT</li><li>• Same session email/ message to head teacher / deputy head -to request a pop by visit</li><li>• Postcards (mailed)</li><li>• Phone call home</li></ul>

**Norms and Routines** – It is staff responsibility to teach the children the Welton Way Norms and Routines and then use the agreed scripts to ensure these are consistent.

Norms and Routines will be across all areas of school life including:

- Entries and Exits
- Lining Up and Moving Around School
- Appearance and Uniform
- Restorative Conversations and Logical Consequences
- Classroom management
- Lunchtime

## Basic Scripts:

- Remember to .....
- I am reminding you to ..
- The consequence is ...

## Consequences

There are consequences to all our actions, they may be in the form of rewards and praise or sanctions. They must always be logical and commensurate. They will ALWAYS have a restorative element to them. Children will always complete a reflection sheet, which will be retained by the school.

**Be Kind, Be Responsible, Be a Learner**

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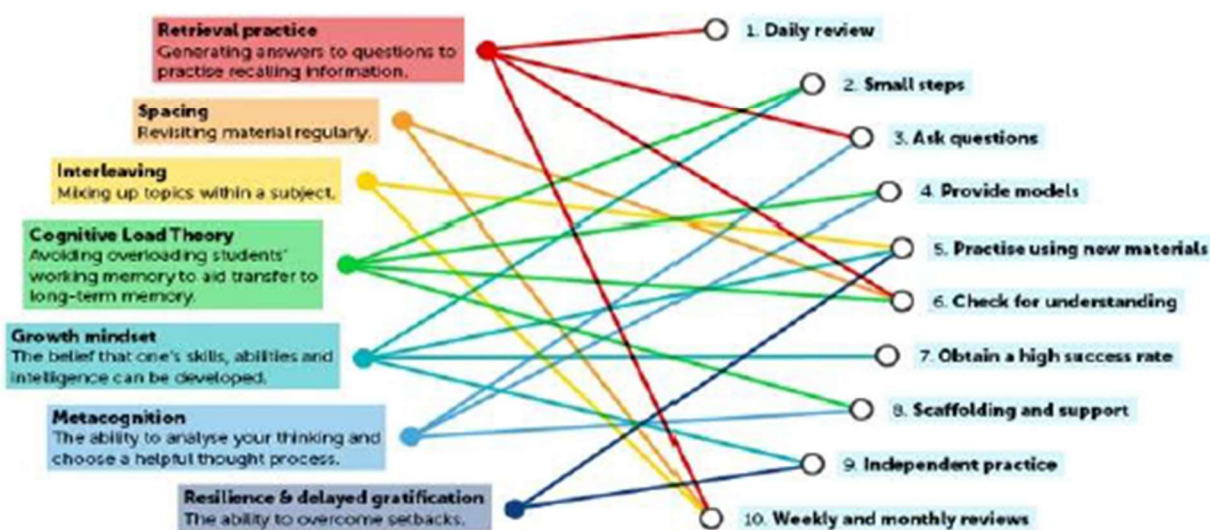
## Teaching and Learning

Pedagogy at Welton is based on research-based models

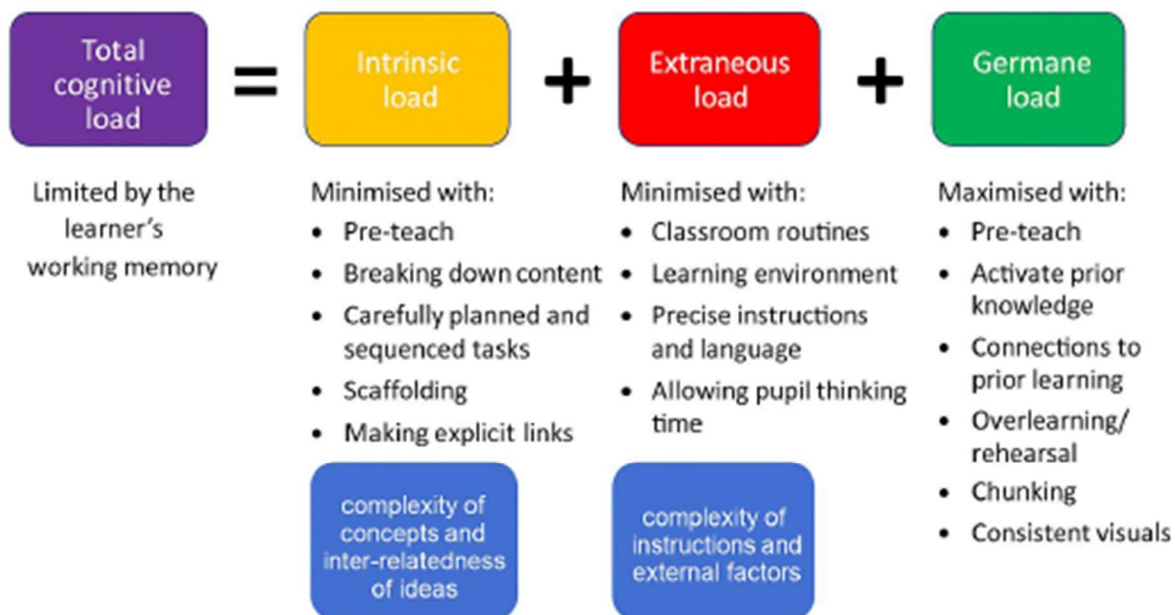
Rosenshine's aim with his Principles was to bridge the gap between research and the classroom by providing effective, research-based strategies that teachers can implement in the classroom these interlink and are underpinned by several different elements of cognitive science.

### The **cognitive science** behind **Rosenshine's Principles of Instruction**

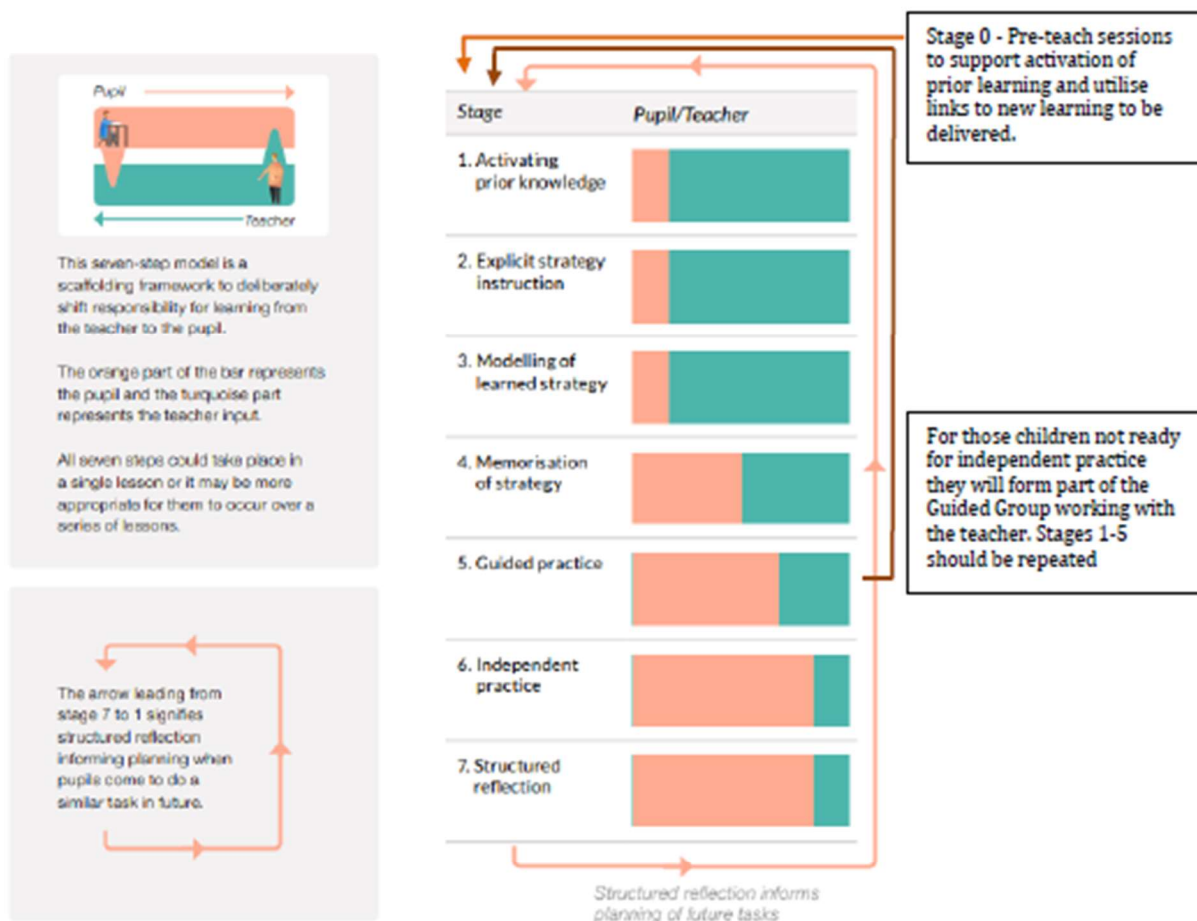
by @Inner\_Drive | innerdrive.co.uk



All teaching will take into account the cognitive load that is placed upon the child using the following guidance:



Metacognition, the ability to analyse your thinking and choose a successful thought process is a fundamental part of learning. At Welton, we use the EEF Seven Step Metacognition Model to ensure lessons develop pupils' independence and encourage pupils to take more ownership of their learning.



In addition to the Seven Step model, all adults will use the scaffolding model below to encourage children to build resilience and independence in their learning.



### Recruitment Process

- All documentation available on the school website. Please email [sbm@weltonprimaryschool.com](mailto:sbm@weltonprimaryschool.com) if you have any further questions.
- Job specification can be found on page 11 and 12 of the information pack.

Closing date 16/07/26

Interviews: TBC



## Welton Primary School Teacher Job Description

### Core Purpose

To uphold and actively promote **The Welton Way** in all aspects of school life, ensuring that every pupil is supported to be **Kind, Responsible and a Learner**. Teachers will consistently model the school's values and maintain the highest expectations for behaviour, achievement, attendance, safeguarding and professional conduct. They will demonstrate full fidelity to school policies, procedures and curriculum expectations, ensuring that all pupils thrive academically, socially and emotionally.

Our children will leave Welton proud, happy and confident. They will know how to be kind, always try to do their best, be academically successful and develop a lifelong love of learning.

### Key Responsibilities

#### Teaching and Learning

- Plan and deliver high-quality lessons in accordance with the school's curriculum, schemes of work, policies and expectations.
- Set high expectations that inspire, motivate and challenge all pupils.
- Establish a safe, stimulating and inclusive learning environment rooted in mutual respect.
- Promote a love of learning, intellectual curiosity, resilience and independence.
- Use lesson time effectively to secure strong progress and outcomes for all learners.
- Set ambitious goals that stretch and challenge pupils of all backgrounds, abilities and needs.
- Reflect on and continuously improve the effectiveness of teaching and learning.

- Contribute to the design, development and delivery of an engaging and ambitious curriculum.

## **Promoting Progress and Achievement**

- Be accountable for the attainment, progress and outcomes of all pupils.
- Build on pupils' prior knowledge, understanding and experiences through effective planning and teaching.
- Guide pupils to reflect on their learning, achievements and next steps.
- Demonstrate an understanding of how children learn and use this knowledge to inform teaching.
- Encourage pupils to take responsibility for their learning, conduct and personal development.

## **Subject and Curriculum Knowledge**

- Maintain secure and up-to-date knowledge of relevant subjects and curriculum areas.
- Foster and sustain pupils' interest and enthusiasm for learning.
- Address misconceptions and secure deep understanding.
- Promote high standards of literacy, communication and the correct use of standard English across the curriculum.
- Demonstrate a clear understanding of systematic synthetic phonics and effective early mathematics teaching where applicable.
- Engage in ongoing professional learning to remain informed of developments in education and curriculum practice.

## **Adaptive Teaching and Inclusion**

- Adapt teaching effectively to meet the strengths and needs of all pupils.
- Differentiate appropriately to ensure all learners can access and succeed within the curriculum.
- Demonstrate a secure understanding of child development and factors that may impact learning.
- Provide effective support and challenge for pupils with SEND, high prior attainment, English as an additional language, disabilities or other additional needs.
- Promote equality, inclusion and high aspirations for every pupil.

## **Assessment**

- Use assessment effectively to support learning and secure progress.
- Monitor, record and evaluate pupil attainment and achievement accurately.
- Use formative and summative assessment, alongside relevant pupil data, to inform planning and teaching.
- Provide regular, accurate and constructive feedback and ensure pupils respond appropriately to improve their learning.
- Fulfil statutory assessment and reporting requirements.

## **Behaviour, Safeguarding and Welfare**

- Promote the safety, wellbeing and welfare of all pupils at all times.
- Maintain high expectations of behaviour and consistently implement the school's behaviour policy.
- Establish clear routines and expectations that promote positive behaviour and effective learning.
- Build positive relationships with pupils, exercising appropriate professional authority when required.
- Fulfil all safeguarding responsibilities and act promptly on any concerns in accordance with statutory guidance and school procedures.
- Promote mutual respect, tolerance, inclusion and fundamental British values.

## **Upholding The Welton Way**

- Consistently model and promote the values of being Kind, Responsible and a Learner.
- Contribute positively to a nurturing, ambitious and inclusive school culture.
- Support pupils in developing confidence, resilience, responsibility and respect for others.
- Demonstrate the attitudes, values and behaviours expected of all members of the Welton community.

## **Professional Responsibilities**

- Demonstrate honesty, integrity and professionalism in all aspects of work.
- Maintain proper and professional regard for the ethos, policies and practices of the school.
- Consistently comply with all school policies, procedures and statutory requirements.
- Maintain high standards of attendance, punctuality and professional conduct.
- Participate fully in appraisal, performance management and professional development activities.
- Respond positively to feedback and take responsibility for continually improving practice.
- Deploy and direct support staff effectively to maximise pupil outcomes.
- Contribute positively to the wider life, ethos and continuous improvement of the school.

## **Communication and Partnership**

- Develop positive and professional relationships with pupils, parents, carers, colleagues and external agencies.
- Communicate effectively regarding pupils' progress, achievement, attendance and wellbeing.
- Work collaboratively with colleagues to secure coordinated and effective outcomes for pupils.

- Maintain an overview of teaching, standards and on-going improvement in specified subject(s) or areas:
  - i. providing leadership and assisting colleagues in the planning and implementation of the curriculum
  - ii. monitoring the implementation of the curriculum using appropriate strategies, in order to promote effective learning, teaching, continuity and progression
  - iii. ensuring that curriculum planning and policies promote high standards and the raising of achievement in all curriculum areas
  - iv. fulfilling a major role in identifying and responding to curriculum issues
  - v. monitoring and promoting multicultural, cross-curricular and equal opportunities provision across the curriculum

## **Professional Conduct**

Teachers are expected to uphold public trust in the profession and maintain the highest standards of ethics and behaviour, both within and outside school. This includes:

- Treating pupils with dignity and respect and maintaining appropriate professional boundaries at all times.
- Safeguarding and promoting the welfare of children.
- Respecting the rights, beliefs and values of others.
- Promoting democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- Ensuring personal beliefs are not expressed in ways that exploit pupils' vulnerability or encourage unlawful behaviour.
- Acting at all times within the statutory frameworks, Teachers' Standards and professional duties that govern the teaching profession.

Teachers will make the education and wellbeing of pupils their first concern and will be accountable for achieving the highest possible standards of learning, behaviour and conduct while championing The Welton Way in every aspect of school life.

## **Working Hours and Professional Duties**

- Fulfil directed time requirements and attend meetings, training, parental consultations, school events and other activities as required.
- In addition to directed time, undertake such reasonable additional hours as may be necessary for the effective discharge of professional duties, including but not limited to planning and preparing lessons, curriculum development, assessment, monitoring, recording and reporting on pupil progress and achievement, communication with parents and carers, and contributing to the wider life of the school.
- Manage workload effectively while ensuring that professional responsibilities are fulfilled to a high standard and in accordance with school expectations and statutory requirements.

Welton Primary School Personal Specification for Post of Class Teacher

**When completing a supporting statement applicants should address each of the selection criteria with clear evidence.**

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
Qualified teacher status	✓	
Evidence of involvement in continuing professional development activities	✓	
<b>Knowledge and understanding</b>		
The knowledge and understanding of current theory and best practice in learning and teaching particularly how this relates to high achievement and attainment for children	✓	
Understanding of and commitment to using research-based models of teaching and learning to secure high outcomes for children	✓	
Knowledge of Rosenshine's Principles of Instruction and how to apply these to planning and classroom practice across the curriculum to achieve success for the children		✓
Ability to use the research linked to cognitive science to adjust learning to ensure all pupils succeed	✓	
Good understanding of effective procedures and strategies for managing and promoting positive behaviour and independent learning success for the children	✓	
Clear understanding of data analysis and the impact this can have on achievement and attainment		✓
Implementing writing strategies for improving children's writing across the curriculum		✓
<b>Experience</b>		
Successful teaching experience in Key Stage 1 and 2		✓
Successful teaching experience within the Primary age range, resulting in strong/high outcomes for children	✓	
Using research-based models of teaching and learning to secure high outcomes for children		✓
Successful use of measures that promote and ensure the safeguarding of children	✓	
Of contributing to school improvement strategies to improve children's outcomes, progress and wellbeing across the curriculum		✓
Proven ability to raise standards of achievement and opportunities for success in own classroom for children accountable for	✓	

As a passionate and committed subject leader in a Primary school making a difference to successful outcomes for children		✓
<b>Teaching and Learning, ability to:</b>		
Raise standards for all children in the pursuit of excellence and success for every child.	✓	
Support the continuing learning of all members of the school community including sharing good practice with and learn from colleagues to improve outcomes for children	✓	
Demonstrate the principles and practice of excellent teaching and learning and a commitment to further improvement through implementation of Rosenshine's Principles of Instruction	✓	
Adjust and scaffold learning in light of cognitive science to ensure all pupils succeed	✓	
Demonstrate a value set that is based on a personal enthusiasm for and commitment to the learning process that has successful outcomes for all children	✓	
Access, analyse and interpret information to adapt and adjust learning and teaching to raise standards for children	✓	
Plan and implement carefully scaffolded learning journeys for children with additional needs so they thrive and succeed	✓	
Have the success, wellbeing and progress of the children at the centre of all actions and priorities	✓	
Promote and enhance the aims of the school vision to put children's wellbeing and success as the reason for working at Welton Primary School	✓	
<b>A commitment to :</b>		
A passion for putting children at the centre of all their actions and the chance to join a school that knows what it needs to do for the children of Welton	✓	
Leading learning by directing the work of teaching assistants and other adults to make a difference to the children of Welton	✓	
Involvement of parents and the community in supporting the learning of children and in defining and realising the school vision	✓	
Individual accountability for all the children's learning outcomes, especially those with additional needs	✓	
Setting and achieving of ambitious, challenging goals and targets for the children	✓	
A professional model of teaching and professional behaviours that goes beyond the minimum requirements of the teaching standards	✓	
Participation in school life and community, including availability for whole school events outside of the school day	✓	