



POST: Year 3 Class Teacher Maternity Cover

SCHOOL: Bunbury Aldersey CE Primary and Nursery School

PAY RANGE: Main-Pay Scale M2-M3

The governors of Bunbury Aldersey CE Primary and Nursery school are looking to appoint an outstanding KS2 Teacher to work alongside our dedicated team of staff to inspire and drive our children's learning.

This temporary full time maternity cover position, teaching our Year 3 class is to commence on 23rd February 2026 at Bunbury Aldersey CE Primary and Nursery School.

Bunbury Aldersey CE Primary and Nursery school is part of Chester Diocesan Academies Trust (CDAT) which is a well-regarded and growing multi-academy trust of 25 primary schools across Cheshire, Wirral, Stockport, Tameside, Warrington and Halton. Our schools range from small village schools to large schools serving diverse urban areas. All are Church of England primary schools within the Diocese of Chester.

We inspire learning by providing a broad, rich and imaginative curriculum which allows children the freedom to develop their own creativity. There is a strong Christian ethos and solid links exist between the school, Church and the community.

The successful candidate must have high expectations, have a strong commitment to raising standards, use a range of techniques and skills to inspire and develop our children's love of learning, no matter what ability level, and be prepared to offer extra-curricular opportunities. Experience teaching in KS2 is essential. Please state curriculum strengths and other relevant interests in your supporting letter, which should be no more than two sides of A4 in length and typed in Arial 11 point font.

Our trust is committed to safeguarding children and young people. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory Disclosure and Barring Service Enhanced check. As part of the shortlisting process, online searches will be carried out on shortlisted candidates in accordance with the requirements of Keeping Children Safe in Education.

Closing date is 9 am Friday 9th January 2026. Interviews and lesson observations are scheduled for Wednesday 14th January 2026.

Look arounds after school are welcome on request and this can be arranged by contacting the school on 01829 260524 or emailing principalbunbury@rcsat.cheshire.sch.uk

Please contact Morven Jones at resources@RCSAT.cheshire.sch.uk for application pack or go to <https://www.cdat.co.uk/vacancies.html> for further information. **Applications should be returned to operationslead@rcsat.cheshire.sch.uk**



Class Teacher Job Description

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ACCOUNTABLE TO: The Principal and Governing Body.

JOB PURPOSE

To ensure high quality education for all pupils in a designated class

To carry out the professional duties of a teacher as circumstances may require in accordance with the school's policies under the direction of the Principal.

AREAS OF RESPONSIBILITY AND KEY TASKS

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed
- setting tasks which challenge all pupils and ensure high levels of interest
- setting appropriate and demanding expectations
- setting individual pupils clear targets regularly that build on prior attainment
- identifying SEN or very able pupils
- identifying termly any pupils who are vulnerable and communicating them through the school system
- providing clear structures for lessons maintaining pace, motivation and challenge
- carry out and make use of termly assessments to ensure coverage of programmes of study
- ensuring effective teaching and best use of available time
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Use a variety of teaching methods to:
 - match approach to content , structure information, present a set of key ideas and use appropriate vocabulary
 - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - select appropriate learning resources and develop study skills through library
 - IT and other sources
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy
- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning



Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- mark and monitor pupils' work and set targets for progress according to school policy
- assess and record pupils' progress systematically using the school system and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- undertake assessment of students as requested by examination bodies, departmental and school procedures
- prepare and present informative reports and to parents both verbally and in written form

Curriculum Development

- Have lead responsibility for a subject or aspect of the school's work (when required) and develop plans which identify clear targets and success criteria for its development and / or maintenance
- contribute to the whole school's planning activities

Working Relationships

- achieve constructive working relationships with all staff.
- direct, organise and manage the work of support staff within the classroom ensuring their effective and efficient deployment
- liaise effectively with colleagues to ensure the successful transition of pupils through the school.
- build and maintain co-operative relationships with parents and carers.

Other Professional Requirements

- evaluate own teaching critically to improve effectiveness
- Take responsibility for one's own professional development including knowledge of school policies and procedures.
- Keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings.
- Contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.
- Undertake break time and before school duties as directed to ensure the smooth running of the school.
- Participate in performance management through the setting of personal targets and monitoring of performance as set out in the Teachers' Pay and Conditions.
- Keep up to date and further your knowledge of Education through personal research, reading, observation and coaching opportunities.
- Take on any additional responsibilities which might, from time to time, be determined
- Carry out the duties above and conduct yourself in a professional way.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.



This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained within Parts XI and XII of the School Teachers' Pay & Conditions Document.

This job description may be amended at any time following discussion between the Principal and member of staff, and will be reviewed annually.



TEACHER
Person Specification

	Essential	Desirable
Qualifications Evidenced in: <ul style="list-style-type: none"> application form 	Qualified Teacher status. Degree or Degree / PGCE.	Evidence of INSET and commitment to further professional development. E.g. Mathematics/Science/Art Skills and Qualifications.
Experience Evidenced in: <ul style="list-style-type: none"> letter of application interview portfolio/presentation 	The Class Teacher must have experience of: <ul style="list-style-type: none"> Delivering high quality teaching within a school. Experience of working with SEN pupils within a whole class setting. Safeguarding in a Primary School. 	In addition, the Class Teacher might have experience of: <ul style="list-style-type: none"> Teaching across the whole Primary age range. Working in partnership with parents. Working with children and young people in different settings. Working with children with specific SEN issues such as ADHD or Dyslexia.
Knowledge and understanding Evidenced in: <ul style="list-style-type: none"> application form lesson observation interview 	The Class Teacher must have knowledge and understanding of: <ul style="list-style-type: none"> The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) Effective teaching and learning styles. The monitoring, assessment, recording and reporting of pupils' progress. 	In addition, the Class Teacher might also have knowledge and understanding of: <ul style="list-style-type: none"> Assessment tasks including curriculum tests. The links between schools and other agencies. Partner school and network meetings / activities including cross phase activities that enhance provision.



	<ul style="list-style-type: none">• What constitutes quality and high standards in learning within KS2 teaching and how to sustain this.• The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection.• The positive links necessary within school and with all its stakeholders	
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Your application form should be completed and free from error. Your supporting statement should be clear and concise and directly related to the person specification above and should be no more than three sides of A4 in length.