



*Loving all, like Jesus, we flourish together*

Full Time, Permanent  
Y5 Teacher  
Application Pack  
2021

# Full-time, Permanent Y5 Teacher

Dear Applicant,

Thank you for your interest in the post of full-time, permanent Y5 teacher. I hope that the information included in this pack will help inform your application.

We are looking for a talented teacher who is committed to getting only the best for the children in their care.

Standards of attainment and behaviour at our school are already good, and we are now ready to move on to the next stage of our journey. This is an exciting time for our school, with lots of innovation happening across the community. We are therefore looking for an enthusiastic teacher with an open mind and a 'can-do attitude' who can join our already-strong team and help to make our mission slogan even more of a reality for the children at St Gregory's.

We can offer:

- A popular, over-subscribed, inclusive Catholic school with excellent links with the local Parish
- A happy, welcoming, progressive environment with a strong sense of Catholic vision and mission
- A forward-thinking approach to teaching and learning
- Enthusiastic and well-behaved children who love coming to our school
- Excellent opportunities for professional development
- A fully supportive body of professionals – Governors, teachers and senior leaders - who will support you fully to achieve your ambitions as a class teacher and beyond

Visits to the school are encouraged, although they will have to be after 3.30pm due to Covid restrictions; please ring the school office (01772 795415) to book in.

Please also visit the school website to get an even better 'flavour' for our school.

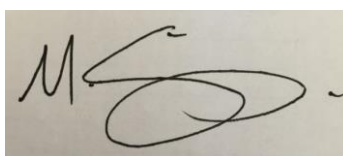
(<https://www.stgregorysps.co.uk/>)

I hope this information will encourage you to submit an application. Applications can be submitted via email to: [head@st-gregorys-rc.lancs.sch.uk](mailto:head@st-gregorys-rc.lancs.sch.uk)

The closing date for applications is Thursday 17th June 2021, 12 noon.

Observations and interviews will take place w/b 28<sup>th</sup> June 2021, to be arranged with the school.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'M Quigley', on a light-colored background.

Matthew Quigley  
(Headteacher)

Requirements	Essential (E) or Desirable (D)	To be identified by: Application form (AF) Interview (I) References (R) Observation (O)
<u><b>Application</b></u>  Fully completed application form  Well considered and relevant supporting letter  Professional references should provide a strong level of support for skills, knowledge and attributes referred to below.	  E  E  E	  AF  AF  R
<u><b>Training and Qualifications</b></u>  QTS  Recent experience of teaching in Upper KS2 (even if just on placement)  Experience of leading a curriculum subject  Relevant, recent CPD (safeguarding, effective pedagogy, AfL etc)	  E  E  D  E	  AF  AF  AF/I/R  AF/I
<u><b>High-Quality Teaching and Learning</b></u>  <b>Set high expectations which inspire, motivate and challenge pupils</b> <ul style="list-style-type: none"> <li>establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul> <b>Promote good progress and outcomes by pupils</b> <ul style="list-style-type: none"> <li>be accountable for pupils' attainment, progress and outcomes</li> <li>plan teaching to build on pupils' capabilities and prior knowledge</li> <li>guide pupils to reflect on the progress they have made and their emerging needs</li> <li>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul> <b>Demonstrate good subject and curriculum knowledge</b> <ul style="list-style-type: none"> <li>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>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</li> </ul>	    E    E    E	    AF/I/R/O    AF/I/R/O    AF/I/R/O

<p><b>Plan and teach well-structured lessons</b></p> <ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	E	AF/I/R/O
<p><b>Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• 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</li> <li>• 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.</li> </ul>	E	AF/I/R/O
<p><b>Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>	E	AF/I/R/O
<p><b>Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>	E	AF/I/R/O
<p><b>Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>	E	AF/I/R/O

<b><u>Personal Attributes</u></b>  Self-motivated Well-organised Flexible, good humoured and approachable High expectations of self and others Ability to work as part of and also lead a team Committed to promoting the Catholic vision of the school	E E E E E E	AF/I/R AF/I/R AF/I/R AF/I/R AF/I/R AF/I
<b><u>Other</u></b>  Commitment to safeguarding and protecting the welfare of children and young people Commitment to equality and diversity Commitment to health and safety Commitment to regular attendance at work Commitment to life and work of the school including after school activities Committed to promoting a positive ethos and culture	E  E E E E E	I  I I I/R I I

**Equal Opportunities:**

We are committed to equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work. As a school, we will ensure that the policy is properly applied.

**Health and Safety:**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

**Safeguarding Commitment:**

St Gregory's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff are subject to an initial and updated DBS, an induction period and the new guidance on disqualification by association.