



Park Primary School



Go further than we thought, run faster than we hoped, reach higher than we dreamed and become the best that we are able.

Permanent KS2 Teacher Application Pack

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Rutland Street, Colne, BB8 0QJ - 01282 863225

Return applications: bursar@colnepark.lancs.sch.uk

Welcome letter from Headteacher

Dear Prospective KS2 Teacher,

Thank you for your interest in this position at Park Primary School. I hope you find the enclosed information useful.



Sarah Midgley

We are very proud of our school and the commitment we make to all pupils regardless of their ability or background. We want the very best for all children at Park Primary and we are looking for a teacher who can support us in ensuring that all children get the very best education possible.

We are look for someone who is tenacious and committed to the best outcomes for all pupils and supporting the classroom to be able to achieve this.

If you are interested in this role, please contact the school so we can show you around and have the opportunity to share with you what we are able to offer.



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Welcome letter from Chair of Governors

Dear Prospective KS2 Teacher,

As governors, staff and families we are incredibly proud of our school and children.

Park Primary School is a warm, nurturing and successful school at the heart of our community.



Jill Greenwood

With a focus on confidence, values, respect and diversity; we nurture the individual child as well as the whole family.

We welcome you to join our school community and together we will help our children to:

- To go further than they thought
- To run faster than they hoped
- To reach higher than they dreamed
- To become the best that they are able

I look forward to meeting you and hopefully working with you as part of your role at Park Primary in the future.



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Welcome letter from School Council

Dear Prospective KS2 Teacher

On behalf of the children at Park Primary School, we would like to tell you why Park is such a wonderful school to be a part of.

Our school is an inclusive and caring environment to be in. We have hard working children who strive to be the best they can. We have high expectations for all children and our dedicated staff ensure that all needs are met by adjusting the learning environment so that every child can succeed.

We are very proud of our school and we are looking for a teacher who will be reliable, kind, supportive and, most of all, a good listener.

Our school is an exciting and vibrant place to be, with each day being very different. Everyone is made to feel welcome at Park.

Thank you for reading our letter and we look forward to meeting you soon to show you around our wonderful school.



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Agreed timetable for appointment

12th June 2024

Advertisement appears

Wednesday 26th June 9.30am

Tours of the school with the Headteacher

Tuesday 2nd July 1.30pm

Friday 12th July 9.30am

Friday 6th Sept 9.30am

23rd September 2024, 9am

Closing dates for applications

26th September 2024

Shortlisting meeting

Call the office to book

Shortlisted candidates view the school

W/B 7th October 2024

Interviews and appointment

6th January 2025

Start date



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Advertisement

Number on Roll - 337: Two form entry

Teacher pay range (MPS 3+)

Full time position

Required from 6th January 2025



The Governors at Park Primary School are seeking applications for the post of an Class Teacher in Key Stage 2 (KS2). The position is permanent and suitable for a Main Pay Scale Teacher (3+) or above, this post is not suitable for Early Career Teachers.

We are a busy, inclusive and supportive primary school and are keen to find the right person to help support learning within our school. This is a wonderful opportunity for individuals who are passionate about educating the pupils of Park Primary School and is suitable for an experienced teacher.

We are looking for:

- Someone with the highest expectations of all the children in our school and is committed to providing all pupils with a creative and stimulating environment.
- Someone with the belief that all children are capable of great things and the drive to make it possible for each of them to achieve.
- A team player with high standards of professionalism, strong interpersonal skills and an excellent communicator who can work with a diverse range of people.
- Someone who will care for our children, ensure they feel safe and valued and play a large part in the wider life of our school.



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We will offer you:

- Happy and well-behaved children who care about their school
- A dedicated, fun-loving team of teaching and support staff
- A supportive governing body
- A curriculum that is bespoke to our pupils
- The opportunity to make your mark at a school that is always looking to improve
- Excellent professional development opportunities

Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service.

The post you are applying for is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). If successful you will be required to apply to the Disclosure and Barring Service (DBS) for a 'disclosure'. Information provided by you or the Disclosure and Barring Service will be dealt with in a confidential manner in accordance with the DBS's Code of Practice. You may view the Code of Practice on the DBS website at www.gov.uk/dbs or alternatively a copy is available on request.

As part of the new KCSIE regulations we will also conduct online checks for the shortlisted candidates.



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Job Description

Professional Duties

PART ONE: TEACHING

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.



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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).



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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
- 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.



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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.



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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:
 - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- 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
- 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.



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Working Time/Review

This job description sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties, but does not direct the particular amount of time to be spent carrying them out. There are not definitive working time arrangements in the national conditions of employment. This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

This School is committed to safeguarding and protecting the welfare of all children and young people and expects all staff and volunteers to share this commitment.



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Attendance policy statement

Park Primary School is committed to achieving and maintaining a high level of attendance from all employees through the application of good management practice. All employees must recognise the importance of good attendance and ensure that any sickness absence is kept to a minimum.

Whilst supporting employees during periods of sickness, the school's leadership team monitors levels of sickness absence in school regularly and take action in accordance with the guidelines adopted by the school to deal with unacceptable levels of frequency and sickness.

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. All employees in this school must understand the importance of good attendance to the operation, performance and image of the school and must show a commitment to achieving and maintaining a high level of attendance.



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