## **Woodlands CE Primary School**



**‘We challenge ourselves to grow contribute and succeed’**

**Class Teacher Application Pack**

**Fixed Term Contract to August 2025**

## **Starting date: September 2024**

## **Closing date: 12 noon 17th May 2024**

## **Shortlisting: 20thMay 2024**

## **Observation: 21st May 2024**

## **Interview: 22nd May 2024**

Content

* Letter from the Head Teacher
* Woodlands CE Vision and Values
* Bradford Diocesan Academies Trust
* Job Description and Person Specification
* The Selection Process
* How to find us

Dear Applicant,

Thank you for your interest in this post.

We are excited to have the opportunity to welcome a new member of staff with new ideas, enthusiasm and experiences to our school.

Woodlands CE is a half form entry primary school, with a three year old nursery provision. Two year groups combine within a class, to make a class of up to 30 pupils. We are part of the Bradford Diocese Academies Trust (BDAT) and serve the community of Oakenshaw, Bradford.

We have high aspirations for our pupils and staff as we aim to grow together towards excellence. We are seeking to appoint a class teacher who, with energy and commitment, is able to recognise the potential of their pupils allowing them to succeed.

Woodlands CE successfully obtained a good outcome during our most recent inspection in January 2023. We are continuing our journey towards excellence and are constantly seeking to reflect, develop and evolve. The Ofsted report highlighted that there is a culture of teamwork within the school. We are very lucky to have a team of motivated, committed and caring professionals.

I would strongly recommend that you come to visit us in order to gain insight into the deeply rewarding career that working with our pupils and staff has to offer.

Kind regards,

Michael Spink

Head of School

**Woodlands CE Primary School Vision and Values**

**Vision Statement**

“We challenge ourselves to grow contribute and succeed in the light of God”

Our vision is key to ensuring pupils receive an education of the highest quality. It sets the expectation for all within our community including children, parents and staff. We want everyone to contribute and develop as active citizens, who are part of something bigger than themselves. This will lead to them living their life in all its fullest in the light of God. Our vision allows the community to grow and succeed academically, spiritually, socially and emotionally. Woodlands is a safe environment for this growth as pupils, parents and staff are challenged and supported to be the best version of themselves.

**Values Statement**

Through our Christian values we instil in our children an understanding of their wider world, where we encourage children to be resilient and independent, ambitious, lifelong learners. ​

Our Christian Values are: Hope, Forgiveness, Service, Compassion, Peace and Wisdom. ​

Woodlands CE Primary is a primary school within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

General Information and Background

Bradford Diocesan Academies Trust (BDAT) is a Multi-Academy Trust (MAT) supporting 19 primary and secondary schools in Bradford. We are a Trust which prides our self in delivering great education outcomes and life opportunities for all our children. We are an inclusive Trust working with children from a rich range of backgrounds who reflect our communities and the city we serve. We are proud to be all about Bradford and developing the future generation of lifelong learners who will go on to achieve incredible things.

BDAT is a Trust which recognises each of our schools is unique. We actively encourage and celebrate difference as we know each of our schools serves very different communities. However we also know that a key strength of being part of a Trust means together our schools can support each other, learn from each other and share great practice. As importantly we know from working our way through the COVID pandemic, that a problem shared really can be a problem halved, and by working together we can save ourselves time, money and lots of duplication of work.

We are a Trust which is value-led, and we know it is important that we consistently live these values. The Trust’s mission is “to provide education of the highest quality within the context of Christian belief and practice.” We strongly believe every child only has one chance at a good education.

Our core Trust values are aspiration, inclusion, compassion, resilience and excellence. We seek to model these values in all we do, including how we recruit and develop our staff, how we teach our students and how we liaise with our families, friends and partners. We are a proudly Christian organisation committed to providing high-quality education for all within our ethos. Whilst robust Christian principles underpin the work of the Trust, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. We describe ourselves as having inclusive values believing these are as appropriate and important to staff and students of all faiths (and to those without faith) as they are to those who practice within the Church of England. It is for this reason we choose to support and sponsor Non-Church of England Academies, as well as those within the faith. Therefore, we welcome applications for this role from employees of all faiths as long as they understand and can promote the values which we share.

BDAT is a large Trust, however we pride ourselves in knowing and understanding our schools. We are all part of the BDAT family, and we all have the same motivation – to see our children succeed. For more information about us follow us on twitter @wearebdat or visit [www.bdat-academies.org](http://www.bdat-academies.org)

**BDAT’s Mission, Vision and Values**

**BDAT’s mission is:**

**‘To provide high quality education within the context of Christian belief and practice so that every child can fulfil their academic potential and accomplish their individual goals.’**

Our vision is:

‘That every student in a BDAT academy gets a happy and high quality education enabling competence, confidence and character to thrive; and that our Academies become the schools of choice in Bradford.’

Our values are:

Aspiration We set high expectation for ourselves, our children and our staff so that each of us is supported to achieve our own potential. We expect nothing but the best from ourselves and from others.

Inclusion We understand everyone is equal, without exception. We value and encourage diversity and difference. We proactively seek to learn from others.

Excellence We provide rigorous support and challenge to our schools and our students. We strive for excellence in all we do.

Compassion We care for each other. We respect each other and treat our friends and colleagues how they would expect to be treated. We make sure we are safe, feel loved and are actively supported at all times.

Resilience We are ambitious and reflective. We are determined and brave in making decisions and when facing challenges. We expect our schools to provide us with the skills and knowledge to guide us through our future as life-long learners.

**Job Description and Person Specification**

|  |  |
| --- | --- |
| Job Title: | Class teacher |
| Grade: | Main Pay Scale |
| Line manager/s: | The Head of School, members of the senior leadership team (SLT) and the governing body |
| Supervisory responsibility: | The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities |

**Job Description**

Main purpose of the job:

* Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
* Be responsible and accountable for achieving the highest possible standards in work and conduct
* Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
* Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012)
* Take responsibility for promoting and safeguarding the welfare of children and young people within the school
* Relate to our Church of England status and behold our values and vision

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current [School Teachers Pay and Conditions Document](https://www.education.gov.uk/publications/). Teachers should also have due regard to the Teacher Standards (2012). Teachers’ performance will be assessed against the teacher [standards](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011) as part of the appraisal process as relevant to their role in the school.

Teaching

* Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
* Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
* Be accountable for the attainment, progress and outcomes of pupils’ you teach
* Be aware of pupils’ capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
* Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
* If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
* Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress and levels of attainment
* Make accurate and productive use of assessment to secure pupils’ progress
* Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
* Use relevant data to monitor progress, set targets, and plan subsequent lessons
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
* Participate in arrangements for examinations and assessments within the remit of the School Teachers’ Pay and Conditions Document

Behaviour and Safety

* Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
* Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
* Have high expectations of behaviour, promoting self control and independence of all learners
* Carry out playground and other duties as directed and within the remit of the current School Teachers’ Pay and Conditions Document
* Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

* Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
* Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
* Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
* Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
* Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
* Cover for absent colleagues within the remit of the current School Teachers’ Pay and Conditions document

Fulfil wider professional responsibilities

* Work collaboratively with others to develop effective professional relationships
* Deploy support staff effectively as appropriate
* Communicate effectively with parents/carers with regard to pupils’ achievements and well-being using school systems/processes as appropriate
* Communicate and co-operate with relevant external bodies
* Make a positive contribution to the wider life and ethos of the school

Administration

* Register the attendance of and supervise learners, before, during or after school sessions as appropriate
* Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers’ Pay and Conditions Document

Professional development

* Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
* Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
* Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

* To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
* Perform any reasonable duties as requested by the Head of School

**Person Specification**

Qualifications

1. Qualified teacher status or recognised equivalent (application form).

Experience

1. Teaching experience with the age range and/or subject(s) applying for.

Knowledge and skills

The ability to effectively:

1. Create a stimulating and safe learning environment.
2. Establish and maintain a purposeful working atmosphere.
3. Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school’s own policies.
4. Assess and record the progress of pupils’ learning to inform next steps and monitor progress.
5. Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.
6. Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.
7. Encourage children in developing self-esteem and respect for others.
8. Deploy a wide range of effective behaviour management strategies, successfully.
9. Communicate to a range of audiences (verbal, written, using ICT as appropriate).
10. Use ICT to advance pupils’ learning, and use common ICT tools for their own and pupils’ benefit.

Commitment

Demonstrate a commitment to:

* 1. equalities
  2. promoting the school’s vision and ethos
  3. high quality, stimulating learning environments
  4. relating positively to and showing respect for all members of the school and wider community
  5. ongoing relevant professional self-development
  6. safeguarding and child protection

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Selection Process Guidance

Safeguarding

We are committed to safeguarding our pupils and will assess the candidate’s suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references. All potential employees are subject to an enhanced disclosure from the Disclosure and Barring Service.

Inclusion

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, or sexual orientation. The person specification sets out the criteria used to assess candidates through the selection process.

Visits to the school

Visits to the school are warmly welcomed, please call to book an appointment on 01274 678385. The visit will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work.

Applications

Applications will only be considered via MyNewTerm. CVs will not be accepted.

Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff and governors. We carefully check all applications for anomalies. Candidates who best meet the person specification will be invited to an interview.

References

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee must be your current or last, employer.

Interview Process

The interview day will consist of a teaching task and includes a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity on the day.

Final Selection

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

Offer of Employment

We will make a verbal offer of employment by telephone on the day of the interview, and this will be confirmed in writing. Any offer is made subject to:

* References satisfactory to us.
* A satisfactory DBS check.
* Provision of proof of identity and qualifications.
* Completion of safeguarding training.