



Shenley Primary School

London Road
Shenley
Hertfordshire
WD7 9DX

Headteacher: Mrs Rachel Amos

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June 2024

Dear Applicant,

Welcome to Shenley Primary School, a friendly village school with approximately 150 children on roll, between the ages of 3 and 11 years. We firmly believe that if children feel safe, secure, valued and supported, they will thrive in all they do and the sky will be the limit for what they can learn and achieve. The children are at the centre of everything we do, and we have no doubt that reaching and surpassing potential is accomplished through a close and trusting relationship between home and school. By working together at all times, we can promote and uphold the vision and ethos of Shenley Primary School, fostering an inclusive, high quality, engaging learning journey, where children are valued and success is celebrated. We are very proud of the community feel in our village school. Threaded throughout our inclusive school, you will find a strong sense of mutual respect and tolerance for the differences we have.

As a team, we are very proud of our high standards as celebrated in our GOOD Ofsted report September 2023. "Pupils are very proud of their school", they enjoy taking on responsibility by taking on leadership roles like house captains and play leaders. "Pupils benefit greatly because adults know them and their families well." Ofsted commended the pupils for behaving and learning well because leaders have high expectations.

Ofsted recognised all the work we have done, "The school has in place an ambitious curriculum. It is clearly sequenced so that pupils can build new knowledge on the foundations that have been laid before." The school was praised for teaching the children about healthy relationships and the importance of good mental health. Forest school sessions were valued for developing resilience and social skills. Regarding behaviour management, Ofsted praised the school as, "Pupils conduct themselves well. They understand behaviour expectations. Staff consistently apply the behaviour policy. Restorative conversations between adults and pupils help bring about changes in behaviour."

We offer many opportunities for our children, not just in academic subjects, but also in the wider curriculum; Forest School, Sport and Music, are examples of what the children experience during their time with us. We value each and every child, and believe that we provide an education that encourages many core learning values, including creativity, independence and resilience. Ofsted recognised that "Pupils with **SEND** have their needs identified accurately. The school is proactive in seeking support from external agencies." Pupils receive a wide range of extra support and this helps pupils achieve well.

Here at Shenley Primary School, we are all very proud of our children and of our dedicated, professional team. As a community, we all work very well together, from staff to parents and Governors, in order to ensure that we provide the best for the children and families in our school. You will feel you are held at the heart of a strong school community when you come to Shenley Primary School. This is an exciting time to join Shenley Primary School as we have journeyed from 6 years of RI into Good and we are looking forward to continuing our journey of continual improvement.

If you would like to visit us, please either phone the school office to make an appointment or email me: head@shenley.herts.sch.uk

Kind regards,

Mrs F Ajose
Supporting
Headteacher



Class Teacher – KS2

Salary: main scale

Start: September 2024

Are you looking to start or for the next step in your career?

Pick up the phone, come and visit – and meet our fabulous children and staff.

Shenley Primary School is a 1 form entry school, which also has a nursery. We are looking to appoint a highly motivated, creative and skilled teacher who wants to join our great team and who shares in our determination to enable every child to succeed.

We can offer you:

- An opportunity to develop and learn.
- A school that is 'all about the children'.
- A strong and supportive leadership team.
- A supportive and positive working environment with happy and friendly children who love coming to school and enjoy learning.
- Excellent CPD opportunities.
- Supportive and welcoming governors, staff and parents.

This is an exciting opportunity to join us – come and visit!

Application packs are available from and returnable to the school.

Visits are warmly welcomed, call 01923 855864

Email for an application pack: admin@shenley.herts.sch.uk

Selection Process and Procedure

Your application should be submitted by **12 noon on 11th July 24** to Fiona Ajose, Supporting Headteacher, via MyNewTerm

The selection panel will meet on the afternoon of **11th July 24** and complete the shortlisting process. Shortlisted candidates will be contacted by phone and invited to interview. This will be followed by a letter, outlining the interview process and the schedule for the day.

Interviews will take place at a mutually agreed time.

Any appointment will be subject to receipt of satisfactory references and to pre-employment checks.

The school is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service check.



Shenley Primary School – Person Specification

Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had that shows how you meet these requirements when you fill in your application form and prepare your supporting statement.

Qualifications and Training	<i>Essential</i>
Education	1. Qualified teacher status 2. Evidence of continual professional development
Experience	<i>Essential</i>
Teaching	3. Current experience of teaching within the Primary Range 3 - 11years (placement schools accepted) 4. Be graded at least as a good teacher by your current setting/mentor 5. Have strong ICT skills and use ICT to enable learning
Skills and qualities	<i>Essential</i>
Relationships	6. Ability to establish and develop positive relationships with all those involved in the school 7. Ability to develop parental support, and to involve parents and the wider community in the day-to day life of the school 8. Ability to work effectively and productively with the school's partners e.g., the LA, Health and other visiting professionals
Personal, Interpersonal and communication skills	9. Ability to relate well to children, to know & treat each child as an individual 10. Ability to prioritise & manage own time effectively & be resilient under pressure 11. Ability to communicate to staff, parents/carers and governors and the wider community effectively in writing and orally 12. Ability to deal sensitively with people 13. Highly competent in the use of information technologies 14. Enthusiastic, flexible and approachable
Attitudes	<i>Essential</i>
Education philosophy	15. Committed to always putting the child first 16. Committed to raising achievement through partnerships with parents and Education Services
Equal opportunities	17. A strong knowledge of, and commitment to, inclusion and equality of opportunity
Safeguarding	18. Committed to safeguarding and promoting the welfare of children, and expecting all staff to share this commitment



Shenley Primary School – Class Teacher Job Description

Main Purposes

- To carry out the professional duties of a main grade teacher as defined in the School Teachers Pay & Conditions Document and Teachers Standards September 2012.
- To apply high professional standards in whole school responsibility and contribute to improvement initiatives and school development planning as required.
- To discharge other duties as required by the Headteacher within the scope and status of the post.

Policy and Legal Framework

The teacher will work within the framework of:

- School Teachers Pay & Conditions Document and Teacher Standards Sept 2012.
- The latest national legislation of the National Curriculum.
- School Policies, schemes on the curriculum and school organisation.
- County policies, in particular those relating to curricular aims and principles and to the equality of opportunity.

MAIN GRADE ACTIVITIES AND RESPONSIBILITIES

CORE TEACHING SKILLS

1. Curriculum Knowledge and Planning

- a) Plan using knowledge of school policies, National Curriculum / EYFS areas of learning.
- b) Plan differentiated work to meet the needs of individuals and groups, providing progression and continuity.
- c) Communicate learning objectives supported by appropriate learning activities.
- d) Take account of the personal, social and emotional needs of pupils and those deemed to be vulnerable.
- e) Plan to manage pupil behaviour.
- f) Work as a member of a team, planning co-operatively, sharing information, ideas and expertise.
- g) Consult and plan with teaching support staff, non-teaching staff and outside agencies, as appropriate.
- h) Liaise with the SENCo to ensure that the Code of Practice is implemented fully.

2. Assessing, Recording and Reporting

- a) Monitor and assess pupils' work effectively using positive formative methods.
- b) Ensure pupils' work is marked in a way that will help the pupil to understand how to further improve and actively involve pupils in the assessment process, following the school's marking and feedback policy.
- c) Use a variety of methods to assess pupils' learning and development according to National Curriculum requirements and school policy.
- d) Use assessment to identify individual needs and to inform planning.
- f) Keep records of pupils' progress in line with school policy and statutory requirements.
- g) Establish good relationships with parents to promote pupils' learning and development.
- h) Report achievement in line with school policy and statutory requirements.

3. Classroom Management

- a) Ensure the classroom is prepared and resourced for an active programme of learning before the start of each school session.
- b) Maintain a stimulating, informative environment displaying pupils' work appropriately.
- c) Organise an efficient and effective learning environment that enables children to be self-reliant and independent.
- d) Teach pupils to take responsibility for resources and the environment.



- e) Use a variety of suitable teaching and learning styles.
- f) Gain and hold pupil attention through verbal and non-verbal strategies.
- g) Ensure that the beginnings and endings of sessions and transitions from one activity to another are smooth.
- h) Communicate clear expectations to pupils giving unambiguous instructions and explanations.
- i) Communicate personal enthusiasm and stimulate and maintain interest in learning.
- j) Manage appropriate and inappropriate behaviour to sustain a purposeful working atmosphere.
- k) Encourage the children to strive for excellence in work and behaviour.

LEADERSHIP SKILLS

4. Leading People

- a) Be responsible for the management of any Teaching Assistant or Support Staff who may be working with the class, promoting a positive working relationship and reporting any difficulties to the Leadership Team promptly.
- b) Co-operate with all members of staff, parents and outside agencies in addressing the needs of children.
- c) Communicate with parents/carers of pupils in the class in order to discuss children's work or any other matters that arise. Document such information for the school official records, where appropriate.
- d) Work with all members of staff and parents and children to ensure that the school's behaviour policy is implemented and to work at all times towards the happy, self-disciplined child.
- e) Attend and take a constructive part in staff meetings, INSET days and any other school INSET sessions.
- f) Attend meetings and Parent Consultation Evenings as required and agreed.
- g) Take and lead year group, Key Stage, and whole school assemblies when required (not applicable to ECTs).

5. Leading a Subject Area (not applicable to ECTs)

- a) Take a lead in a subject area as agreed with the Leadership Team, by supporting staff in policy development and practice in this area.
- b) Monitor this area through work scrutiny, pupil voice, discussion with staff, and any other ways.
- c) Advise other members of staff on the resources available and to monitor their use.
- d) Contribute to the formulation of the School Improvement Plan.

6. Managing Finance (not applicable to ECTs)

- a) Order resources for a specified area of responsibility.
- b) Maintain financial records of resources and work within a set budget.

7. Managing Information

- a) Note all messages left on the staffroom white board. Note and respond to all communications sent via the class register and/or email.
- b) Ensure that accidents, behavioural incidents, racist incidents are properly reported and recorded and any issues of Health & Safety are reported to the Leadership Team or named Health & Safety Leader.
- c) Demonstrate an awareness of the school's policies.
- d) Ensure that the Leadership Team is kept informed of significant positive and negative issues related to the class.

GENERAL

8. Personal Effectiveness

- a) Evaluate and review one's own teaching methods, having regard for current educational practice and a whole school approach which supports the children's learning at all times.
- b) Set high standards of punctuality. Be on time for the teaching sessions and be in class to greet the pupils at the start of teaching sessions.
- c) Keep up to date with current educational thinking and practice, by studying, reading and by attendance at appropriate courses, workshops and meetings as school duties permit.



- d) Be able to communicate effectively both verbally and in written form on a specified area of responsibility.
- e) Use PPA and any other classroom release time profitably for the improvement of the children's education and be able to account for this time as requested.

9. Whole School Commitment

- a) Demonstrate a commitment to the full life of the school and work with all other members of staff to ensure the success of whole school initiatives and assemblies, displays, open evenings and other activities as they occur in the school year.
- b) Undertake, with all other members of staff, general responsibilities concerned with the day to day running of the school.
- c) Be supportive of the school's extra-curricular activities.
- d) Take an active part in the school's involvement with the wider community.
- e) Ensure the children's safety.