



Job Application Pack for LKS2 Teacher – Lead on Oracy & Philosophy for Children

Full Time – Permanent – September 2024



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Welcome letter from the Headteacher

Thank you for expressing an interest in joining us as an experienced, full-time Year 3 or Year 4 Class Teacher in our School. This is a fantastic opportunity for you to join our highly successful, hard working, dynamic, creative and friendly team.

Allerton CE Primary is a Church of England Voluntary Controlled school. We welcome children from all faiths and backgrounds and those of none. We are privileged to have a diverse school community, with children from many cultures. This leads to a rich, colourful and exciting community, with over 700 children on roll and 45 languages are spoken.

Our Arts Mark Platinum Status and Arts partnerships, enable us to provide quality experiences and provision for our pupils. Our Early Years provision extends from our 2 year old setting up to Reception and we are now a permanent 3FE school.

As a school community, we never stand still and see our passion for learning as essential. We aim for every child to have a happy and active primary education in an environment that is caring, creative, dynamic and supportive.

We provide a stimulating and structured environment in which all children are encouraged to reach their full potential. We treat all our pupils individually, developing their sense of worth and confidence and encourage unique talents to flourish in every child. Staff are equally well supported, with many high quality training provided. As part of the Noctua Teaching School, we have access to many leadership opportunities and cross school working.

We want our children to really love learning. Therefore, we are looking for our successful candidate to:

- Be hard working, positive and enthusiastic with a passion for teaching and learning.
- Set high expectations, which inspire, motivate and challenge children.
- Be a proven outstanding teacher.
- Have positive working relationships with children, staff and parents.

If you are ambitious and would love to be part of this exciting journey, this could be the job for you! Please read this application pack carefully before completing the application form. For further information, you can visit our website www.allertonceprimary.com/vacancies

Yours sincerely

Helen Stott
Headteacher

Pearson Gold Award – Headteacher of the Year in a Primary School - 2022



School Overview



Our Values

Our Vision @ACE is to work towards a world where we love, learn and flourish.

Driven by our core values of faith, community, inspiration and action this improving and maintaining the highest quality of teaching is at the very heart of what we do. For staff, the focus is on genuine teacher driven continuous professional development.

The challenge to us all @ACE is to always improve, to always get better; to continually grow and to be a bit better tomorrow than you were yesterday. We need to reinforce the excellent status of teaching and promote teacher well-being in order to unlock the skill, passion and discretionary effort that exists within our teachers. The quality of our teaching remains the key priority in all we do, with our teachers being our greatest assets. Our professional growth processes exist to ensure that our teachers are able to be the very best they can be. This in turn leads to improved organisational performance as seen in improved outcomes for our pupils and our core purpose.

Our intention is to encourage children to develop positive relationships, self-confidence and a sense of purpose through their love of themselves and learning. This will be achieved by working towards certain core values our pupils will embody by the time they leave us. These values include:

- An ACE child has an enquiring mind
- An ACE child has an open heart
- An ACE child has a resilient spirit
- An ACE child has helping hands

Our Pupils

The school population reflects the cosmopolitan nature of Leeds. Our pupils come from a very wide variety of socio-economic and ethnic backgrounds; more than 45 languages are spoken, with around 60% of our pupils drawn from the black and ethnic minorities. This gives the school great strength in its many endeavours and relationships.

“Pupils’ behaviour is good. Pupils say they enjoy coming to school and this is clearly reflected in their regular attendance which is consistently above the national average. Pupils feel that school offers them a very wide range of opportunities which they really appreciate.” Ofsted

Currently we have 700 children in our school, making it one of the largest primary schools in Leeds. Although it is a big school, it feels like a small, close-knit community. We believe it is because the school has grown slowly over time and we’ve kept the importance of community close to our heart. The depth and breadth of our curriculum, along with the importance placed on the Arts, the range of after-school clubs, our Early Years offer and our inclusive practice are just some of our many strengths.

‘Everyone is known as an individual and pupils’ diverse backgrounds and heritage are truly valued.’
Ofsted

Our Staff

We have a highly-committed, professional and friendly staff, who have worked hard and successfully to successfully establish a thriving learning community.

‘All teachers have good subject knowledge, provide a creative and vibrant learning environment and build excellent working relationships.’ Ofsted

We are a strategic partner of Noctua Teaching School and support Initial Teaching Training, with Red Kite Alliance, both of which involve sharing outstanding practice. Through our Arts work, the partnership with Leeds Beckett University Graphic Department is unique and innovative. Our focus on improvement and self-review are central to our drive to raise standards. We have around 90 staff in total, who work very hard as a team to ensure they support both the pupils and each other.

Our Area

Situated in North-East Leeds, Allerton CE Primary has undergone a number of transformations since opening in 2007. Our grounds are impressive and we make sure we keep up to date, with a Fire Pit, Pizza oven, MUGA, Scrap Shed and grounds that can be accessed by the children and teachers to bring the curriculum to life.

We serve some of the most economically and socially-deprived areas of the city, as well as one of the most affluent wards, giving us the rich mix of pupils that enables us to fully represent our community. On average, 170 of our pupils are in receipt of Pupil Premium funding.

Our Facilities

We are very proud of the facilities that we have in School and we have invested heavily both in all areas. Computing is well resourced, with new Smartboards throughout, iPads, laptops and Chromebooks. Our thriving Out of School Club, has enabled us to build a dedicated Nurture Room, industrial spec Café, Art Studio and an amazing outdoor learning area for the EYFS children.

We have just had a £3.9 million building project completed to provide us with the facilities for our 3 Form Entry provision. This not only includes the additional classrooms needed but also an additional small hall, additional intervention areas and car parking. Our budget is meticulously planned and monitored so that we can keep up with innovation, as well as investment in staff.

Our School Organisation

Our Senior Leadership Team comprises:

Headteacher- [Helen Stott](#)

Deputy Heads – [Helen Thomson](#) (Assessment) and [Joy Johnston](#) (Arts Partnerships and Learning and SLE)

Assistant Heads – [Claire Cooke](#) – Reading, [Sophie Housam](#) – Writing, [Kirsty Tatam-Hall](#) – Maths.

“All leaders, through their uncompromising commitment to the school’s vision and values, through their determination to raise and maintain standards, and through the way they allow creativity to flourish, are helping children to gain the greatest benefit from the school and its distinctive character. It is not a surprise, therefore, that governors say that ‘children leave the school well-rounded’” SIAMs

Our Pastoral Organisation and Leadership

Our Deputy Head is our Pastoral Lead and has a strong team, consisting of:

- Attendance & Family Liaison Lead
- Safeguarding Lead
- Behaviour Support Workers

The Pastoral team meet regularly to ensure our children are well supported. Alwoodley Children’s Centre is based on our site and we have close working relationships with multi-agency partners, the A.R.M Cluster and the North East Area Inclusion Partnership.

‘The leadership team has ensured that all safeguarding arrangements are fit for purpose and records kept are detailed and of high quality... The Governors and the Senior Leadership Team have ensured that safeguarding pupils is everyone’s responsibility.’ Ofsted

Our Extra-Curricular Activities

We have a thriving and exceptional programme of music, drama, sports teams, outdoor pursuits, art events, project days, talent shows and charity events. Everyone contributes, as we feel that it is a vital part of our role in developing the potential of all our pupils and building a cohesive community.

Our pupils love to lead and are constantly seeking opportunities to run clubs, lead Collective Worship and support other pupils.

Our Community Links

The school has excellent links with the communities it serves and actively seeks to widen these. We have a close relationship with Maecare local elderly care group, whose members are welcomed as part of our school family.

Being a Church of England school, the wider faith community is important to us and the Christian values are embedded in our own values. The local clergy sit on the Governing Body and regularly lead worship in school, support staff and we also arrange for the children to visit local places of worship.

'Children are encouraged in their own leadership. The school council meets regularly...and is allowed to make its own decisions about the use of funds raised and school captains have recommended charities to support such as Water Aid, Fairtrade, and a linked school in Kenya'. SIAMS

'They are helping children to have a wider perspective on the world around them at the same time as appreciating the school community that they share. In the words of one pupil, when showing a thought-provoking outdoor jigsaw design, 'without each person in the school, the jigsaw is not complete.'
SIAMS

For our Ofsted Report:

<https://primarysite-prod-sorted.s3.amazonaws.com/allerton-ce-primary-school/UploadedDocument/66485691-c697-4436-ae45-aa0b4a88a47c/ofsted-report-july-2022-allerton-ce-primary-school.pdf>

For our SIAMS Report:

<https://primarysite-prod-sorted.s3.amazonaws.com/allerton-ce-primary-school/UploadedDocument/abb363c6-8300-41df-ae23-11b6bc2e39e6/allerton-church-of-england-primary-school-siams-report-january-2017.pdf>

To view our prospectus:

<https://primarysite-prod-sorted.s3.amazonaws.com/allerton-ce-primary-school/UploadedDocument/be720cb7-7837-41ec-bac1-d62319c3c041/allerton-ce-primary-prospectus.pdf>

To view our website for more information and visit our class blogs:

<https://www.allertonceprimary.com/>

How to Apply

We use an online recruitment system which is hosted by My New Term, please ensure your application is submitted via this portal.

We want your application to stand out, so please make sure it is of a high standard, with all sections completed correctly.

We are offering a number of sessions for you to view the school and these are taking place at the following times:

Monday 22nd April – 16:00

Wednesday 24th April – 16:00

Monday 29th April – 16:00

Please email recruitment@allertonprimary.com to request a place.

If you are unable to make one of these times please contact us and we will look to arrange a time suitable for you. Alternatively, please do visit our website where you will find our virtual tour of the school for you to gain a better understanding of our environment.

Closing Date for Applications is: Monday 6th May 2024

Please complete the relevant application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why (eg gap year, career break, unemployed etc).

Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post.

We require details of **two referees**, one of which must be your current or most recent employer. Please provide their names, **email addresses** and daytime contact numbers. (See 'References' on the important Information page of this Pack).

When will I hear if I have been shortlisted?

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Details of the interview programme will be confirmed shortly after the closing date.

Every candidate will be contacted to confirm if you have reached the shortlist. Due to the volume of applicants, we are unable to give feedback on your application.

We would like to hold the Recruitment Day week commencing 13th May 2024.

School Policies

Safeguarding and Child Protection

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a Designated Safeguarding Lead and wider Safeguarding team, who are responsible for referring and monitoring any Safeguarding and Child Protection concerns. All members of staff will receive training in line with our child protection policy and we use CPOMs to record all concerns.

Whistle Blowing

Our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.

Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the wellbeing of all its employees and pupils.

The Headteacher and Governing Body regard everyone working at our school as a role model to our pupils. As such, employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the codes and professional values of the GTCE (General Teaching Council, England), and the school considers the principles to apply to all staff employed at the school.

Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

Smoking Policy

Smoking or the use of E Cigarettes/Vaping is not permitted anywhere on the School Grounds.

ICT Policy (Fair Use Guidance)

We encourage the use of ICT across the curriculum. On appointment, staff agree to abide by the ICT policy. Teachers are provided with a school iPad and expected to use Google, VLE and emails as sharing work, information and for effective communication.

Full details of all these policies are available from the school upon written request.

Important Information

References

If you are shortlisted, we will take up references before the interview date. One of your referees **must** be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed 'to whom it may concern' will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The school is committed to safeguarding and promoting the wellbeing of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the HR Manager if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated in accordance with our Data Protection Policy for Recruitment Candidates and disposed of appropriately.

Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. Checks will also be made against the Department for Education Prohibition List.

Post Offer of Employment Health Questionnaire

Before taking a teaching appointment, the preferred candidate will be required to complete an

Occupational Health Medical Questionnaire.

Please be honest on this form, as failure to declare relevant medical history may affect your employment.

Induction and Continuous Professional Development

Allerton CE Primary is committed to developing its staff. Staff are inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

Job Description

Job Title:	Teacher	Reports To:	Phase Lead
Area:	All School	Directly Supervises:	Teaching Assistant in Class (if applicable)

Core Purpose:

To facilitate and encourage learning which enables pupils to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all pupils.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England.

Principal Accountabilities:

General

- Fully support the vision, mission and values of the school and promote the highest levels of achievement across the key stage and the school
- Ensure that parents and carers are kept well informed about the core subject, children's targets and progress, the school's plans for improvement and their part in the process of improvement
- In consultation with the head, take on the responsibility for other aspects of school improvement where required
- Take on specific tasks related to the day to day organisation of the school

To have impact on the educational progress of pupils

- monitor pupil standards and achievement against annual targets and track progress in all subjects
- monitor planning, curriculum coverage and learning outcomes across all subjects
- in consultation with the leadership team, lead evaluation strategies to contribute to overall school self-evaluation
- in consultation, plan and implement strategies where improvement needs are identified
- ensure that all pupils achieve to the best of their ability within all subjects
- ensure relevant attainment/ achievement targets are met within all subjects
- monitor systems to assess and record pupil progress and achievement within all subjects
- facilitate the development of independent study skills and personalised learning within all subjects
- oversee planning and schemes of work to ensure continuity and progression for pupils in all subjects
- ensure that pupils' development of key skills supports overall progress
- ensure all pupils are meaningfully included and make good progress relative to abilities within all
- establish and maintain links with other agencies in order to support educational attainment of pupils in all subjects

Knowledge and Skills.

- To demonstrate a good understanding of prior learning at end of Key Stage expectations and beyond
- Key principles and practices of effective teaching and learning
- principles of assessment for learning
- good practice in relation to literacy and mathematics
- principles and practices of monitoring/assessment/evaluation
- principles and practices of pupil management
- influencing/coaching/communication skills
- working in/leading teams/partnerships to deliver improvement

Relationship with Parents and Wider Community:

- Be a good communicator and work closely with parents/carers
- Prepare and present reports to parents/carers/governors and also stakeholders
- Liaise with agencies responsible for pupils' welfare and the ARM NE Cluster
- Motivate parents in learning and develop strong, effective partnerships

Safeguarding

- Awareness of safeguarding policies and procedures and Child Protection policies and procedures. Sensitivity to child and family needs
- Well-developed sense of empathy and effective communication skills

General

- To ensure promotion and support of Equal Opportunities and Health & Safety
- To undertake other duties that are commensurate with the post

Person Specification

SKILLS	Ess	Des
High level of written, oral and communication skills	*	
Ability to communicate effectively orally and in writing to a range of audiences	*	
High level of organisational and planning skills	*	
An excellent classroom practitioner	*	
Work effectively as part of a team, relating well to colleagues, pupils and parents	*	
Ability to demonstrate a commitment to equality of opportunity for all pupils	*	
Ability to investigate, solve problems and make decisions	*	
Management of people and resources	*	
Able to use own initiative and motivate others	*	
Ability to demonstrate high level ICT skills in personal and educational situations	*	
Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them	*	
Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure	*	
Ability to offer expertise in a specific subject or area		*
Ability to teach across primary age range		*
Commitment to an involvement in extra-curricular activities.		*
Evidence of sharing in and contributing to the corporate life of the school.		*

KNOWLEDGE/PROFESSIONAL DEVELOPMENT	Ess	Des
Knowledge of current educational practice and issues	*	
Evidence of continuing professional development	*	
Take responsibility for their own professional development		*
Knowledge of the provisions of national strategies, i.e. Literacy, Numeracy and ICT	*	
Effective use of ICT to support learning	*	
Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.	*	
Full working knowledge of relevant polices/codes of practice/legislation	*	

Knowledge of all phases of primary/secondary education (as appropriate)		*
Understanding of the implications of the Code of Practice for Special Educational Needs for teaching and learning		*

LEADERSHIP	Ess	Des
As the lead professional in the classroom show an ability to advise and support other staff	*	
Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate	*	
Plan, allocate, support and evaluate work undertaken by other staff in the classroom	*	
Lead professional development through example and support		*

OTHER CONDITIONS	Ess	Des
Registered with Teaching Agency	*	