



## **INFORMATION FOR APPLICANTS:**

**Year 5 Teacher – 2 days (or 4 afternoons) at Willen Primary School, Milton Keynes**



# WELCOME TO WILLEN PRIMARY SCHOOL FROM THE HEADTEACHER, CARRIE MATTHEWS

---



Welcome to WPS! Thank you for taking the time to read this document and for showing an interest in our school.

At Willen Primary we are united in working towards one common aim: to provide MK children with the best quality education we can.

We believe that this journey starts with our talented staff. That is why we pride ourselves on creating a close, supportive team where every teacher is able to excel.

Boasting extensive grounds, local amenities, bespoke CPD packages, wonderful children and a close knit team, we believe that WPS is the place to be. Why not arrange a visit so you can see for yourself? Contact the school office ([office@willenprimary.org](mailto:office@willenprimary.org)) to book an appointment or for further information.



# MILTON KEYNES

---

A GREAT place to live and work:

- 50 miles from London, 48 miles from Cambridge and with excellent network links
- Outstanding amenities including a theatre, world class shopping centre, water and winter sports facilities, Football Stadium and a thriving social scene
- More Parklands and green spaces than any other City in the UK
- Home to the MK Dons, Bletchley Park and the infamous concrete cows!

## OUR SCHOOL

---

‘A place where EVERYONE flourishes’

Built in 1988, Willen Primary School was created to serve the growing community of Willen and surrounding areas. Now welcoming children from across the whole of Milton Keynes, Willen Primary is a popular and well respected Primary school. With a capacity for 360 pupils from Year R-6 we serve a diverse and exciting community.

We are an Ofsted ‘Good’ school (May 2023) with the potential and determination to be even better.

Our curriculum is bespoke to our children and our aim is for both teaching and learning to be exciting, relevant and enjoyable. With a healthy emphasis on the core curriculum and a commitment to learning through modern technologies, WPS children receive a broad and balanced education. A strong element of this is also our care for the children; highly trained staff ensure that our children are safe, happy and healthy throughout their time with us.

Our Head (September 2017), Carrie Mathews, has exciting plans for the school and its staff and is committed to their wellbeing in equal measure to the children. Staff recognition, birthday celebrations and staff social events are all standard examples of the ‘Willen way’. This is such an exciting time for the school and there is no better time to join us!

# THE POSTS

---

## CLASS TEACHER Year 5

Salary: MPS /UPS

Hours: 2 days (could be full days or a mixture of afternoons and a full day etc.)

Fixed term – 1<sup>st</sup> September to 31<sup>st</sup> October 2024

Start Date: September 2024 OR after half term Oct/Nov 2024

Responsible to: Headteacher

This role has been created in order to cover time out of the classroom for our SENDCo. This person would therefore be in a job-share situation with our SENDCo, with full responsibilities for the class (including planning, assessment, marking etc.) for the time employed. The class is a Year 5 class.

We anticipate this role to be required until the end in October. However, there may be opportunities for extension, should this be mutually beneficial.

All responsibilities of a class teacher are anticipated as part of these roles and in return, we will ensure that you are well supported. This includes providing any training that you feel that you would benefit from and also, an experienced and qualified mentor who will safeguard your wellbeing and success.

For the right person, I promise you it's going to be a fabulous job.

## RECRUITMENT TIMETABLE

---

Week Commencing 24/6/24	Advertisement appears : mynewterm
Wednesday 10 <sup>th</sup> July	Closing date for applications (by 12 noon) <i>References will be requested at this stage</i>
Friday 12 <sup>th</sup> July	Interviews

---

## JOB DESCRIPTION

---

*“Willen Primary School is committed to safeguarding & promoting the welfare of children & expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers & the Criminal Records Bureau.”*

<b>Job role:</b>	Teacher
<b>Scope:</b>	All Teachers other than the Deputy Headteacher and Headteacher
<b>Salary grade:</b>	From Reference Point 1 to UPS3 (in LA Pay Policy for Teaching Staff)
<b>Accountable to:</b>	Headteacher
<b>Line management structure (current):</b>	Head Teacher, Deputy Head Teacher
<b>Expectations:</b>	As detailed in Willen Primary School’s Professional Development Planner in relation to salary and experience
<b>Liaising with:</b>	All internal and external stakeholders

### 1.0 Introduction

At Willen Primary School we expect the best. To support all staff to reach these high expectations we use a number of key documents to ensure that the job role is clear. Set out below are the key elements of the role. It is important to note that extracts of larger documents have been used to maintain manageability in job description length, the entire original document should be digested as part of this process.

This job description represents the usual duties and requirements of the position, however, the job holder may be required to carry out other duties in line with their ability, training and level of authority. The school reserves the right to change the job with prior notice. The job description does not form part of the Contract of Employment.

### 2.0 Key Documents

- [School teachers’ pay and conditions document](#).
- [Teachers’ Standards](#) document (updated June 2013). At Willen Primary School we have adapted the Teachers’ Standards document into a [Professional Development Planner](#) to make it explicitly clear what is expected of each teacher at each of the pay bands.
- Information on pay progression and salary bands can be found in the [LA Pay Policy for Teaching Staff](#) adopted in September 2015.
- [Willen Primary School Code of Conduct](#).
- All policies relating to [Safeguarding and Child Protection](#).

Most documents listed above are available on the internet.

If anything further is required please contact the school office on 01908 690098 for more information.

### **3.0 Safeguarding, Child Protection and General Responsibilities and Expectations**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To adhere to school local and national authorities guidelines and exercise professional discretion at all times.
- Participate in training and other learning activities and performance development as required.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings.
- To maintain confidentiality.

Willen Primary School is committed to safeguarding and promoting the welfare of children and vulnerable adults. All employees are expected to share this commitment, to follow the School's Code of Conduct, safeguarding policies/procedures and to behave appropriately towards children and vulnerable adults at all times, both in work and in their personal lives. All school based posts are defined as Regulated Activity and therefore this post is subject to an **Enhanced with Barred List Disclosure & Barring Service check**.

### **4.0 School Teachers Pay and Conditions Document 2014**

At Willen Primary School we use the School Teachers Pay and Conditions Document 2014. Below is a small section of the document as a reference for this Job Description. It is important to note that the entire document is valid.

**At Willen Primary School a teacher may be required to undertake the following duties:**

#### **4.1 Teaching**

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.

#### **4.2 Whole school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

- Subject to paragraph 53.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

#### **4.3 Health, safety and discipline**

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

#### **4.4 Management of staff and resources**

- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.

#### **4.5 Professional development**

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

#### **4.6 Communication**

- Communicate with pupils, parents and carers.

#### **4.7 Working with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

### **5.0 Teachers' Standards**

This section must be read in conjunction with the Professional Development Planner which details each of the areas listed below and how this applies at Willen Primary School.

#### **5.1 Part One: Teaching - At Willen Primary School a teacher must:**

##### **5.11 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.

### **5.12 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.

### **5.13 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.

### **5.14 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).

### **5.15 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.

#### **5.16 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.

#### **5.17 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.

#### **5.18 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.

## **5.2 Part Two: Personal and professional conduct**

At Willen Primary School 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. This should also be read in conjunction with Willen Primary School Code of Conduct.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - 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.

## **6.0 General**

- Schools benefit from a flexible approach to working arrangements – because of this, the tasks and responsibilities listed here are not definitive. Head teachers may require particular additional duties to be undertaken to suit the specific school's requirements and these may be incorporated in the role requirements as long as they are at a similar and appropriate level to the other listed duties.

## PERSON SPECIFICATION

Candidates will be assessed on the following:

	<b>Essential</b>	<b>Desirable</b>	<b>Evidence from</b>
Safeguarding	<ul style="list-style-type: none"> <li>• A knowledge and understanding of all relevant national and local safeguarding and child protection policies and procedures</li> <li>• A commitment to equality and diversity</li> <li>• The ability to work within the guidelines of all adopted school policies and the Willen Primary School Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a setting reporting to a designated or deputy designated safeguarding leader</li> </ul>	Letter and interview
Relevant Qualifications	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Successful and complete NQT/ECT Induction (if eligible)</li> </ul>	<ul style="list-style-type: none"> <li>• Further qualifications and/or evidence of studies relevant to the age range</li> </ul>	Application form, letter, interview and references
Experience	<ul style="list-style-type: none"> <li>• Experience of teaching in a primary school</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching various age ranges</li> </ul>	Application form, letter, interview and references
Curriculum Knowledge	<ul style="list-style-type: none"> <li>• Strong knowledge and understanding of the National Curriculum/EYFSP</li> <li>• An ability to apply computing technology to planning, teaching, learning and assessment to make the best of our outstanding resources</li> </ul>	<ul style="list-style-type: none"> <li>• Up to date knowledge of Primary Curriculum developments</li> </ul>	Application form, letter, observation and interview
Teaching and Assessment	<ul style="list-style-type: none"> <li>• Have high expectations of all pupils</li> <li>• Encourage the strongest possible attainment and progress of all pupils</li> <li>• Engage and interest learners</li> <li>• Effectively manage support staff</li> <li>• Excellent classroom management and organisation inside and outdoors</li> <li>• Ability to demonstrate a clear understanding of effective teaching and learning and assessment for learning strategies</li> <li>• Understand the importance of assessment and record keeping to inform planning and to support children's learning</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of the use of assessment data to inform planning, teaching and learning beyond own classroom</li> <li>• Experience of leading and driving a key subject area / key stage or school improvement initiative</li> </ul>	Application form, letter, observation and interview
Professional Development	<ul style="list-style-type: none"> <li>• Evidence of personal professional development and the use of outcomes to support teaching and learning</li> <li>• Clear evidence of supporting and implementing an initiative or development in school</li> <li>• Ability to demonstrate effective teaching and learning and assessment for learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Any further professional development that is relevant to the role</li> </ul>	Application form, letter and interview

Skills / Knowledge	<ul style="list-style-type: none"> <li>Promote the school's aims and values positively, and use effective strategies to motivate pupils and colleagues</li> <li>Exceptional professional relationships within a team</li> <li>Close professional relationships with parents, governors and the community</li> <li>Create a focused, happy, challenging and effective learning environment</li> <li>Understand and be responsive to the needs of individual learners</li> <li>Excellent written, oral and physical communication skills</li> <li>Excellent presentation and inter-personal skills</li> <li>Excellent time and task management skills</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of sharing personal professional skills and knowledge with colleagues</li> <li>Leading key areas of school development using impact based evidence</li> </ul>	Application form, letter, observation and interview
General	<ul style="list-style-type: none"> <li>A commitment to and to participate in the wider life of the school, including extra-curricular activities</li> <li>A commitment to uphold the school values</li> <li>A willingness to work the hours required to perform the job to the highest standards</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in a setting where "Learning for Life" is a key concept</li> </ul>	Letter and interview
Personal characteristics	<ul style="list-style-type: none"> <li>Professional role model</li> </ul> <p>Plus...</p> <ul style="list-style-type: none"> <li>Enthusiastic</li> <li>Resilient</li> <li>Organised</li> <li>Approachable</li> <li>Empathetic</li> <li>Resourceful</li> <li>Restorative in your approach to behaviour management</li> </ul>		Application form, letter, observation and interview

## HOW TO APPLY

---

Please read the information in this pack. If you decide to apply you can find the online application on the 'mynewterm' website.

Should you have any questions or queries or would like to visit the school, please do not hesitate to contact us on [tpercival@willenprimary.org](mailto:tpercival@willenprimary.org) or by phone on 01908 690098.

***We look forward to meeting you!***

---