MENSTON PRIMARY SCHOOL

MAIN SCALE / UPPER PAY SCALE CLASS TEACHER CANDIDATE BROCHURE



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Key Facts and Statistics

Type of School	Community Primary School
Location	Menston, West Yorkshire
Denomination	None
Age Range	5 to 11 Years
Co-Educational or Single Sex	Co-educational
Number of Children	404
Number of Teaching Staff	17
% of Children with SEN	7.67%
% of English as an Additional Language	0.49%
% of Children on Free School Meals	2.22%
School Awards	







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Our School

At Menston Primary School, we provide the children with a high quality education and pride ourselves on a team ethos, expecting the highest standards of care, learning and achievement for all of our children.



As a team, we work to foster a lifelong love for learning. Everything we do is centred around the children and their right to be encouraged, to achieve, to find their talents, to enjoy learning and to succeed in whatever they choose. We strive to create an environment that allows children to enjoy learning within a happy and caring environment.

Our History

There has been a village school on our site since Victorian times. In the 1960s a 'new' infant school was added to the site and in 2004 a third building was added which houses three classes and our before and after school 'Care Club'.



Our Environment

Menston Primary consists of three main buildings set in extensive grounds, comprising of a den building and campfire woodland area along with a school garden, a polytunnel, a minibeast area and pond. This promotes a healthy attitude to nature, which we, as a school, greatly value. All our children have regular, planned outdoor learning experiences and we run residential trips in Key Stage 2.

As well as teaching the importance of nature, we also ensure that children engage in team work and exercise. We have very large playing fields, both with all-weather 'daily mile' tracks, as well as three playgrounds, which really help our children to explore a range of sporting activities and have fun. We participate in friendly, but serious, competition within our local schools' sports leagues based at Ilkley Grammar School. We also have many talented musicians and we have been developing musical opportunities steadily for several years.

We are proud of our warm and positive learning environment. Our classrooms are well equipped and our teachers are innovative and creative. They love to inspire our children.

As well as working to deliver a broad and relevant education, the school is developing a curriculum which promotes the STEM subjects of Science, Technology, Engineering and Maths alongside regular, planned outdoor learning.



Our Ethos

We believe that teaching children how best to learn in different situations is as important as the subject specific knowledge they all need to acquire. Because of this we encourage our children to take increasing control over their own learning, to coach each other and to peer and self-assess where this is appropriate. As a result, each day our children grow more confident and more independent and they are able to take on more responsibility for their own learning.



What qualities are we looking for in a new Class Teacher?

Our teachers would like…

- An excellent teacher
- Someone with good ideas and a good understanding of curriculum progression
- Someone who works well within a team to help the Key Stage to run happily and smoothly
- Someone who genuinely cares for the wellbeing of all the children

Our parents would like…

- An excellent teacher
- Someone approachable and helpful
- Someone who will be kind and encourage our children to learn and grow up happily

Our children would like…

- Someone kind, firm but fair
- Someone who can explain things well
- Someone who makes learning interesting
- Someone who can offer an extra-curricular activity

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Job Description – Main Scale / Upper Pay Scale Class Teacher

Salary Scale	Main Scale / Upper Pay Scale (depending on experience)
Hours	Full time, Permanent
Closing Date	Midnight on Thursday 12th May 2022
Interview Date	Tuesday 17th May or Wednesday 18th May 2022

Generic Introduction:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.

2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.

3. Bradford Council/This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.

4. The Council/This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

As a primary school teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising and maintaining high levels of achievement across the whole school and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards across the curriculum.

You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time.

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KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

RESPONSIBILITIES:

TEACHING:

- To teach pupils according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the pupils.
- Identifying effective intervention and mentoring strategies for pupils.
- To mark and grade pupil's work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupil progress and development.
- To use a variety of delivery methods, which will stimulate learning appropriate to pupil needs and the demands of the national curriculum.
- Prepare pupils for internal and external assessments and examinations.
- To undertake pastoral duties supporting pupils on an individual basis through academic or personal difficulties.

HEALTH, SAFETY AND DISCIPLINE:

- To ensure a safe, secure and healthy environment for pupils.
- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of unwanted behaviour.
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

WHOLE SCHOOL ORGANISATION AND STRATEGY:

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits.
- To contribute to the development, implementation and evaluation of 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 the guidance relating to cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

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MANAGEMENT OF STAFF AND RESOURCES:

- To prepare and regularly update subject materials including researching topic areas and writing curriculum plans.
- To supervise and support the work of classroom support, teaching assistants, trainee teachers and early career teachers (ECTs) as appropriate.
- To efficiently deploy such resources as are allocated/delegated to you.
- Contribute to the recruitment, selection appointment and professional development of other teachers and support staff as appropriate.

LEARNING ENVIRONMENT

- Create a stimulating, organised interactive and informative learning environment that encourages all children to reach their full potential.
- Ensure that the classroom environment supports current teaching and learning and learning is displayed in designated areas around the school.
- Ensure that teaching and shared areas are tidy and organised with drawers labelled, equipment neatly arranged and accessible.
- Ensure care and replacement of both classroom and central equipment.

PROFESSIONAL DEVELOPMENT:

- To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
- Where appropriate, to participate in arrangements for the appraisal and review of support staff.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

COMMUNICATION:

- To communicate with parents and carers over pupil's progress and participate in key stage meetings, parents' evenings and whole school training events.

WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS:

- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.

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Additional Responsibilities:

With the exception of early career teachers, in addition to normal teaching duties and in consultation with the Headteacher, you will also be responsible for a subject area of the curriculum:

As **Subject leader,** duties will include:

- Leading the development and review of school policies for this curriculum area.
- Drawing up action plans that outline necessary development, training and resource needs, including on-going maintenance tasks.
- Monitoring and evaluating the implementation of policies, planning and agreed assessments through regular meetings and other appropriate means.
- Giving help, advice and support to other members of staff in these curriculum areas.
- Monitoring and evaluating these areas of the curriculum, including reporting to staff and Governors.
- Liaising with outside agencies and keeping the Headteacher informed.
- Managing resources including ordering and maintaining stock and encouraging the use of materials.
- Encouraging good relationships with the local community.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level.

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

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SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Designated Safeguarding Lead or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/pupil/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

This Job Description is subject to amendment with regard to the needs of the school. Reviews will normally take place at the end of the academic year or as required and in full consultation with you.

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Person Specification – Main Scale/Upper Pay Scale Class Teacher

	ESSENTIAL (E) / DESIRABLE (D)
EXPERIENCE:	• Proven record of success as an outstanding Teacher (D) • An understanding and demonstration of barriers to learning and how those may be overcome (E) • Experience of managing pupil performance and intervention strategies to raise performance (E) • Previous teaching within primary education (E) • Experience of safeguarding and additional educational needs (E) • Experience of working with other professional agencies to achieve learning objectives (D) • Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level (E)
QUALIFICATIONS TRAINING:	• Honours degree or equivalent in relevant subject (E) • Qualified Teacher Status (E) • Additional professional qualification e.g. NPQ (D)
KNOWLEDGE/ SKILLS:	• Knowledge of learning outside the classroom (D) • Ability to communicate effectively with a range of internal and external stakeholders (E) • Excellent English, Maths and IT skills (E) • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level (E)
ATTRIBUTES	• Personal impact and presence (E) • Ability to adapt to changing circumstances and new ideas (E) • Energy, vigour and perseverance (E) • Self-confidence (E) • Enthusiasm (E) • Reliability and integrity (E) • Sensitive to the needs of others (E)

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Menston
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www.menstonprimary.co.uk

Tel: 01943 873180



We recommend candidates take a tour of our fantastic school on our website at:
https://menstonprimary.co.uk

If you have the skills and ambition to join our team, we would love to hear from you. In your personal statement we are interested in how you would be looking to make positive contributions to our school.

Completed application forms should be returned via Prospects Online
Note: we are unable to accept CVs

Interested candidates are invited to visit the school on Friday 6th May 2022 at 4:30pm.
Please contact Hannah Veil at recruitment@menstonprimary.co.uk to confirm attendance.

Closing date for the post: Midnight on Thursday 12th May 2022
Teaching observations and interviews will be held at school on Tuesday 17th May 2022 and Wednesday 18th May 2022. Shortlisted candidates will be notified on Friday 13th May which of these days they are invited to attend.

A copy of our Privacy Notice for applicants can be accessed here.
To view our latest Ofsted report please click here.