



Crossley Hall Primary School

Part of Pennine Academies Yorkshire

Recruitment Pack

Permanent & Fixed Term
Teachers
To start Sept 2024



Letter from Our Headteacher:

Let us tell you more about our amazing school! We are a **thriving, energetic and vibrant** three-form entry primary school, situated in the Fairweather Green area of Bradford. Our school stretches across three buildings, a mixture of traditional and modern. We form part of Pennine Academies Yorkshire Multi Academy Trust, a growing Trust consisting of 6 schools. Here at Crossley Hall, our team of dedicated teachers bring our curriculum to life, in line with our school values of inclusion, **aspiration** and **happiness**.

To us these values mean:

- **Aspiration** – being full of hope for something better and working hard to make it happen.
- **Inclusion** – we value diversity; everyone feels safe and has a sense of belonging.
- **Happiness** – being curious, being respectful and having confidence = happiness

Reading, writing and maths are taught using evidence-based principles such as 'White Rose Maths' and Read Write Inc. Our approach to teaching the wider curriculum uses our 'Bradford roots' as the underpinning starting point. We complement our classroom-based learning with lots of additional experiences to promote both academic achievement and **wellbeing**. Every year, each year group has the opportunity to visit three or more places to enhance their learning experiences. We believe all our children are included in all external visits so that they can experience the world beyond Bradford and aspire to be whatever they want to be.

The behaviour of our pupils is good because we build **positive relationships** based on mutual respect- everyone is expected to be kind, polite and hard working. As a school, we actively promote diversity, tolerance and respect for people of all faiths and backgrounds, and there is a real sense of harmony and dedication from staff and pupils alike. Our pupils love coming to school! We enjoy celebrating each other's successes in our weekly 'Celebration Assembly' which parents enjoy attending too.

Mental Health and Wellbeing are central to what we do here at Crossley Hall Primary School. Members of our SLT are trained Youth Mental Health First Aiders. We also actively support the wellbeing of our staff; two members of our staff are trained as Mental Health First Aiders and can provide support/advice to our staff.

Not only do we have **enthusiastic**, well behaved pupils, we also have a talented team of motivated and dedicated professionals, who, along with the leadership team, are united in the strong sense of ambition for the school. Our team of Support Staff are confident and highly skilled. Our **inclusive ethos** resonates throughout the school, and we are proud to cater fully for our children with additional needs. Our Resourced Provision for children with Communication and Interaction Needs (including Autism) work closely and collaboratively with the rest of the school.

Finally, please be rest assured that we take the Professional Development of all staff seriously. We listen to our staff's needs and develop bespoke CPD opportunities across the year. We strongly advise you to come and visit and find out more!

Eleanor Monnery
Headteacher

Headteacher: Mrs E Monnery
Crossley Hall Primary School - 01274 488703



1 x Permanent Teacher
1 x Maternity Cover Teacher

Main Pay Scale

Are you committed to improving pupil outcomes? Hardworking with a sense of humour? We are looking for a Teacher to join our driven and passionate team. You will need to be hardworking, resilient and have the highest of expectations of our pupils as well as the ability to work as part of a flexible and happy team.

Crossley Hall Primary 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 welcome applications regardless of age, gender, ethnicity or religion.

Visits to the school are warmly welcomed by arrangement. Please contact the Operations Manager to arrange an appointment or to ask for further information on 07741 164878 or e.jarockyj@chps.paymat.org

The successful candidate will have met the requirements of the person specification and will be subject to an enhanced DBS check.

Shortlisted applicants will need to provide evidence of their eligibility to work in the UK. This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

As a Teacher at Crossley Hall Primary School, we will offer you:

- ✓ Tailored CPD and opportunities to support career progression
- ✓ Enthusiastic children who are keen to learn
- ✓ A positive and thriving working environment
- ✓ A supportive leadership team

Closing date: 15th April 2024 at 9am

Interview date: 23rd April 2024

JOB DESCRIPTION – TEACHER

Salary: MPS-UPS

Date: September 2024

Responsible to: SLT

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. Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. Pennine Academies Yorkshire 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 attainment 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 within your specialist subject and 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.
- In addition, for Teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting should be substantial and sustained.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

RANGE OF DUTIES INCLUDE:

- Plan and prepare in order to teach, according to educational needs, children assigned to them.
- Assess, record and report on the development, (intellectual, social, emotional and behavioural), progress and attainment of children.

- To provide a stimulating and challenging learning environment for children.
- Promote the general progress and wellbeing of all individual children within school.
- Participate in performance management.
- Participate in professional development.
- To have knowledge of and implement all school policies.
- Maintain good order and discipline and safeguard children's health and safety when concerned with both in and out of school activities.
- Participate in all team planning meetings where appropriate.
- Participate in national and school-based assessment procedures.
- Ensure the teaching areas are tidy, with drawers clearly labelled, equipment neatly arranged and accessible.
- Ensure care and replacement of both classroom and central equipment
- To encourage parental interest and involvement within school guidelines.
- To abide by the internet acceptable use policy

KNOWLEDGE, SKILLS AND APTITUDES: *(See Personnel Specification)*

SUBJECT SPECIFIC KNOWLEDGE AND SKILLS:

- To monitor and evaluate the planning and delivery of a subject curriculum area throughout school, with high expectations to raise standards and actively looking for ways to extend learning and provide enriching experiences and be responsible to the Headteacher
- To be responsible for monitoring standards in the curriculum area across school taking appropriate action where necessary, particularly tackling underperformance in pupils for their subject area and identifying and addressing barriers to achievement of all pupils
- To model the school's values and ethos and be responsible for writing an action plan detailing the development of their subject area and monitors and evaluates closely the specific targets set for the subject area in line with the school priorities
- To be responsible for ordering resources for the above named subject working within the agreed action plan and a specified budget delegated by the Headteacher ensuring resources are effectively and efficiently utilised to maximise pupils' learning.

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 Safeguarding Leads 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 students according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the students.
- Identifying effective intervention and mentoring strategies for students.

- To mark and grade pupils' work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc.
- Prepare pupils for internal and external assessments and examinations.
- To undertake pastoral duties and 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 misbehaviour
- 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 a 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.

MANAGEMENT OF STAFF AND RESOURCES:

- To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
- To supervise and support the work of classroom support, teaching assistants, trainee teachers and early career teachers (ECTs).
- 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.

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 other teachers and 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 pupils' progress and participate in departmental 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.

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.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- 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.

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 Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/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.

PERSONNEL SPECIFICATION

<p>ESSENTIAL CRITERIA</p>	<ul style="list-style-type: none"> • Qualified Teacher Status
	<p>Job Specific Evidence:</p>
<p>EXPERIENCE:</p>	<ul style="list-style-type: none"> • Proven record of success as an outstanding Teacher • An understanding and demonstration of barriers to learning and how those may be overcome • Experience of managing student performance and intervention strategies to raise performance • Previous teaching within primary education • Experience of safeguarding and additional educational needs • Provide evidence of having previously spoken fluently at an Advanced Threshold Level • Effective knowledge of both statutory and non-statutory current educational practice • Willingness to participate in development and training opportunities • Proven ability of working with parents and the community • Experience of pastoral care with both pupils and staff • Experience of assessment procedures • Experience of working alongside employer partners to achieve learning objectives • Awareness of child development • Knowledge of child care • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs • An understanding of the needs of a multicultural society • Experience of working with a team delivering staff development initiatives
<p>QUALIFICATIONS / TRAINING:</p>	<ul style="list-style-type: none"> • Honours degree or equivalent in relevant subject • Qualified Teacher Status • Professional qualification or relevant experience • Evidence of Continuing Professional Development
<p>KNOWLEDGE / SKILLS:</p>	<ul style="list-style-type: none"> • Ability to communicate effectively with a range of internal and external stakeholders • Ability to relate well to pupils and staff • Excellent English, Maths and IT skills • Work constructively as part of a team • Ability to remain calm under pressure • Demonstrate good cooperative, interpersonal and effective listening skills • Demonstrate a commitment to working with children of the relevant age • Good sense of humour • Flexible and willingness to accept change • Approachable, courteous and able to present a positive image of the school • Maintain confidentiality in matters relating to the school, its pupils, parents and carers.

	<ul style="list-style-type: none"> ● Ability to use relevant technology including keyboard/computer skills (after training) if required ● Ability to understand classroom roles and responsibilities and your own position within these ● Ability to motivate commitment among all staff groups and to lead staff meetings
<p>PERSONAL CIRCUMSTANCES</p>	<ul style="list-style-type: none"> ● In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level. ● Must be legally entitled to work in the UK (Asylum and Immigration Act 1996) ● Will not require holiday leave during term time ● No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required) ● Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2012. ● Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. ● For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying pupils, within school policies and practices and training.