



MENSTON PRIMARY SCHOOL

KS1 TEACHER, FIXED TERM TO COVER A

MATERNITY LEAVE

CANDIDATE BROCHURE



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Shortlisted candidates will be subject to an online search and the successful candidate will be required to undertake an enhanced DBS disclosure.

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Key Facts and Statistics

Type of School Academy Primary School

Location Menston, West Yorkshire

Denomination None

Age Range 4 to 11 Years

Co-Educational or Single Sex Co-educational

Number of Children 393

Number of Teaching Staff 17

% of Children with SEN 16%

% of English as an Additional Language 2.54%

% of Children on Free School Meals 2.54%

School Awards



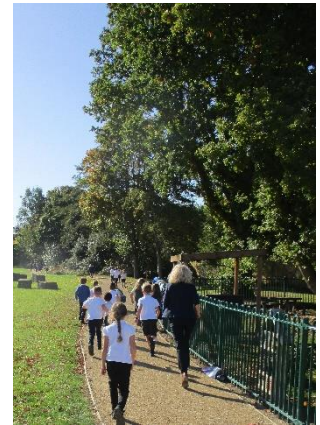


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Our School

At Menston Primary School, we provide the children with a high-quality inclusive education and pride ourselves on our team ethos, our care for our children and our partnerships with families.

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 1960's a 'new' infant school was added to the site, and in 2004 a third building was added which houses three classrooms and our before and after school 'Care Club'.

Our Environment

Our beautiful, extensive grounds include two fields with all-weather running tracks, three playgrounds, a ball court, a woodland/den building area, a minibeast area, a pond and two polytunnels which are used as outdoor classrooms. We have a strong commitment to outdoor learning for all of our children as we know that this benefits their mental and physical health, as well as teaching them to be guardians of their world. All of our children have regular, planned outdoor learning experiences throughout their whole time at school.

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.





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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 independent and they are able to take on more responsibility for their own learning.

Job Description – Class Teacher

Job Type	Fixed Term Maternity Cover
Hours	Full Time
Salary	Main Scale/Upper Pay Scale
Start Date	1 January 2025, or sooner if possible

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. Moorlands Learning Trust/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.
4. Moorlands Learning Trust /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.



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- 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.

Knowledge and Skills:

(See Personnel Specification)

Effort Demands:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well-being of the pupils; making decisions within established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- 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.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- 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.

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.



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- 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.

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



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- 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.

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.



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- 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 Intermediate Threshold Level.

Intermediate Threshold Level:

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language

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)



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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 General Data Protection Regulations 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

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/UPS Class Teacher

	ESSENTIAL (E)/DESIRABLE (D)
Experience:	<ul style="list-style-type: none"> • Proven record of success as an excellent teacher within primary education (E) • 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) • A secure understanding of safeguarding (E) • Experience of working with children with a range of 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:	<ul style="list-style-type: none"> • Honours degree or equivalent in relevant field (E) • Qualified Teacher Status (E) • Additional professional qualification e.g. NPQ (D)
Knowledge/ Skills:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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)



MENSTON PRIMARY SCHOOL, ST PETERS WAY, MENSTON, ILKLEY, LS29 6NY
Tel: 01943 873180



We would strongly encourage interested candidates to visit our website at <https://menstonprimary.co.uk/> for more information about our wonderful school.

In your personal statement we are looking for you to highlight your particular strengths and relevant experience that would make you suitable for this post and ways in which you think you could make a positive wider contribution 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 Thursday 3 October 2024 at 4:30pm.

Please contact Hannah Veil at recruitment@menston.mlt.co.uk to confirm your attendance or if you have any questions relating to this post.

Closing Date for the post: Midnight on Wednesday 9 October 2024.

Shortlisted candidates will be invited for interview on Monday 21 October 2024.

A copy of our Privacy Notice for applicants can be accessed [here](#).

To view our latest Ofsted report please click [here](#).

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