



Ashlands Primary School
A Moorlands Learning Trust Academy



Moorlands
Learning Trust

Primary Classroom Teacher

Dear Applicant,

Thank you for requesting details for the post of classroom teacher; this role will be based at Ashlands Primary School.

Our overriding aim at MLT is to provide an exceptional comprehensive education for students from all cohorts and demographic backgrounds, to ensure that individual context does not affect a student's life chances. At MLT we are aspirational for every student within the Trust and are committed to achieving success and inspiring others to do so too.

We highly value our staff as our biggest asset and invest in their professional development to keep ourselves at the cutting edge of educational development, with staff wellbeing also being extremely important and strategically planned for.

This is an exciting time in the Trust's development as MLT looks to grow further, so that we can play a wider role in the development of our region and its future generations. This will mean that as the Trust grows over the coming years, the range of professional and career development opportunities and pathways for colleagues in our Trust schools will also grow, so that we can continue to recruit and retain an exceptional workforce. The successful candidate will join a talented team of leaders and colleagues both at Ashlands Primary School and Moorlands Learning Trust's Wider network.

I hope you are inspired by this opportunity and want to become part of our successful, growing Trust; if you have the qualities needed to make a transformational difference then we would be delighted to hear from you!

Helen Williams
CEO Moorlands Learning Trust



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Dear Applicant,

Ashlands is a community school in the heart of Ilkley and has been serving families for more than 70 years.

Our school vision is that 'Every Child has the Right to Shine' which encourages us to be ambitious for each and every learner in our care. We are looking for a class teacher who understands our vision and who wants to work with us to achieve this goal.

We focus our provision on the education of the whole child: academically, spiritually, emotionally, culturally, and physically. It is essential that each child develops a strong work ethic, learning to challenge themselves to be the very best version of themselves. Our dedicated staff teach with determination and enthusiasm, through an increasingly rich, colourful, and varied curriculum.

Do browse through our website and feel free to come and see us at work. We are proud to be accountable for what we do. The best indicators of the performance of Ashlands are the children and the skills, abilities, and outcomes they develop during their time here.

At Ashlands School we all take great pride in our achievement, and we take great care of each other and our environment.

Donna Russell
Headteacher, Ashlands Primary School

How to Apply

Should you wish to apply for this post would you please complete the full application form, which can be found on the school website.

The closing date for this post is: Wednesday 15th May 9.00am
Provisional interview is scheduled for week commencing Monday 20th May.

If you do not receive an invite to interview by Friday 17th May, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Should you require any other information about this post, please feel free to contact the school.
We wish you every success in your application.

Job description: primary classroom teacher

Job details

Salary: MPS/UPS – Depending on individual

Hours: 32.5 hours per week

Contract type: [full-time, fixed-term 1st September 2024 – 31st August 2025]

Reporting to: Head teacher

Main purpose

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

Duties and responsibilities

Teaching

Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work

- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge

- Participate in arrangements for preparing pupils for external tests
- Lead an area of the curriculum (dependent on candidate)

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, to support the school's vision and values
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure coordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach

Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional development

- Take part in the school's appraisal procedures
- Take part in further training and development to improve own teaching
- Take part in the appraisal and professional development of others, where appropriate

Communication

- Communicate effectively with pupils, parents and carers

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

- Use the schools safeguarding systems and procedures to report and Safeguarding concerns and / or report direct to the Designated Safeguarding Leads.
- Follow the Staff Code of Conduct, reporting any concerns to the head teacher and always maintaining integrity and confidentiality of pupils, parents, and staff.

Behaviour

- To encourage the children to treat each other with respect and to always follow the school's Behaviour Policy.
- To report any incidents of unacceptable behaviour, including fighting, bullying, racial or personal abuse to line manager.
- Take the necessary action to minimise disruption and harm to pupils, in line with the school's Behaviour Policy.
- To support and uphold the trust Equality Policy.
- Make sure children tidy up after themselves in the lunch area and when using play resources/equipment and treat the equipment and resources with respect.
- Follow any directions from class teachers on supporting specific pupils with challenging behaviour.

Other areas of responsibility

- Read and follow the relevant school policies.
- Undertake training required to develop in the role.
- Assist in the induction and training of other colleagues, students and trainees.

VARIATION IN ROLE

Due to the structure of Ashlands as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

RECRUITMENT AND SELECTION POLICY STATEMENT

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

A successful Enhanced Disclosure and Barring Service (DBS) check is required for all employees.

Disabled Applicants

We are committed to a fair and equitable process and to ensure that no one is disadvantaged within the selection process. We need to be aware of any disability and any adjustments which need to be made in accordance with the Equality Act 2010 in relation to Disability Provision. This information will be treated as confidential and will only be used to enable selectors to make a fair assessment of your capabilities, considering any adjustments that may be required. NOTE: We have adopted a positive approach to the

Equality Act 2010, and it is our policy to interview all people with disabilities as defined in the act, who meet essential criteria outlined in the personnel specification. Candidates are required to provide evidence of how they meet these criteria.

PERSONNEL SPECIFICATION Primary School Teacher

Qualification and Training	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> • Qualified teacher status recognised by the DfE 	E	Application form and selection process
<ul style="list-style-type: none"> • Degree in related specialism/Subject 	E	
<ul style="list-style-type: none"> • Be prepared to participate in further training 	E	
<ul style="list-style-type: none"> • Willingness to undertake First Aid Training 	E	
<ul style="list-style-type: none"> • Pediatric First Aid Qualification 	D	
Experience	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> • Successful primary teaching experience 	E	Application and selection process
<ul style="list-style-type: none"> • Experience of planning and delivering curriculum at relevant Key Stage. 	E	
<ul style="list-style-type: none"> • Successful experience of managing an effective classroom environment to support student learning and positive behaviour 	E	
<ul style="list-style-type: none"> • Understanding and use of good teaching practices 	E	
<ul style="list-style-type: none"> • Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors, and other agencies 	D	
<ul style="list-style-type: none"> • Experience of e-learning including mobile technologies 	D	
<ul style="list-style-type: none"> • Previous pastoral experience 	D	
Knowledge, Skills & Abilities	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> • A passion for teaching. 	E	Application and selection process
<ul style="list-style-type: none"> • Knowledge of the National Curriculum 	E	
<ul style="list-style-type: none"> • Knowledge of effective teaching and learning strategies. 	E	
<ul style="list-style-type: none"> • The potential and commitment to be an exceptional teacher 	E	
<ul style="list-style-type: none"> • A good understanding of how children learn and ability to adapt teaching to meet pupils needs. 	E	
<ul style="list-style-type: none"> • Excellent written and verbal communication skills 	E	
<ul style="list-style-type: none"> • Working knowledge or relevant policies and legislation e.g. child protection 	D	
<ul style="list-style-type: none"> • Ability to respond quickly and effectively to issues that arise. 	E	
<ul style="list-style-type: none"> • Ability to have a firm but fair approach to handling behaviour issues in line with the school's policies 	E	
Personal Qualities	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> • Resilience shown through good attendance and punctuality 	E	Application form and selection process
<ul style="list-style-type: none"> • Ability to inspire and motivate students to enjoy learning and to reach high standards 	E	

• Enthusiasm and commitment to the aims and objectives of the school	E	
• Determination and a strong work ethic	E	
• Ability to build effective working relationships with colleagues and work as part of a team	E	
• Ambition (for self and others)	E	
• Sense of humour	D	
• Ability to respond quickly and effectively to issues that arise.	E	
• Ability to use own initiative and act accordingly	E	
• Effective communication with adults and children	E	
• Ability to have a firm but fair approach to handling behaviour issues in line with the school's policies	E	
• Ability to build effective working relationships with colleagues	E	
Other Requirements	Essential/Desirable E/D	How Identified
• Motivation to work with children and young people	E	Application form and selection process
• Share school's commitment to safeguarding and promoting the welfare of our students and young people as set out in the DfE's Keeping Children Safe in Education Guidance September 2023.	E	
• Able to communicate effectively and build appropriate positive relationships and personal boundaries with all children, young people, families, and carers.	E	
• Emotional intelligence/emotional resilience/ Resilience in working with challenging behaviours/attitudes and the maintenance of good discipline.	E	
• Commitment to the school's policies and ethos	E	
• Commitment to Continuing Professional Development.	E	
• Must be able to take part in relevant INSET	E	
• Abides by the Academy's policies	E	
• Willingness to run extra-curricular activities	D	
• Willingness to be involved in the wider life of the school community	E	
Equal Opportunities	Essential/Desirable E/D	How Identified
• Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
• Commitment to equal opportunities policies relating to gender, race, and disability in an educational context	E	
Circumstances - Personal	Essential/Desirable E/D	How Identified
• Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
• No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
• Will not require holiday during term time	E	

Safeguarding	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> • Has appropriate motivation to work with children and young people, and can relate to them 	E	Completion of an Enhanced DBS disclosure
<ul style="list-style-type: none"> • Ability to maintain appropriate relationships and personal boundaries with children and young people 	E	
<ul style="list-style-type: none"> • Displays commitment to the protection and safeguarding of children and young people 	E	
<ul style="list-style-type: none"> • Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary 	E	

Agreed by:

Post Holder:

Print name.....

Signature.....

Head Teacher:

Print Name.....

Signature.....

Date:

