## 

**Wycliffe C of E Primary School**

**Teachers**

**(12 Month Fixed term inc Maternity Cover)**

**Required for September 2025**

Recruitment Information Pack:



**Timeline**

**Closing date: Tuesday 3rd June 2025, 10am.**

**Observations:** **Monday 16th/Tuesday 17th June 2025.**

**Interviews: Wednesday 18th June 2025.**

**Contents**

Welcome letter from the Headteacher Page 3

Wycliffe School Vision and Values Page 4

About BDAT Page 5

BDAT Mission, Vision and Values Page 6

Advert Page 7

Job Description Page 8-11

How to find us Page 12

Selection Process Guidance Page 13-14

Dear Prospective Applicant,

Thank you for your interest in the post of teacher at Wycliffe Church of England School which will be required for September 2025. This is an exciting opportunity for an outstanding teacher who is highly motivated and keen to be part of a successful team.

Wycliffe Primary is a pupil-centred place of learning, fully committed to providing all the children in its care with the highest quality of education and support for growth. You will be fortunate to be part of a brilliant team who are relentless in trying to provide the best for our children and community with commitment and enthusiasm. We are seeking to appoint a class teacher who is able to recognise the potential of the children and staff to flourish.

The school is a mainly two-form entry primary school for ages four to eleven years, based in Shipley, on the very doorstep of the World Heritage Site of Saltaire. We are only a short walk for the train station in Saltaire. The post holder will be employed by BDAT although their main place of work will be at Wycliffe Church of England Primary. We are very lucky to have a team of highly motivated, committed and extremely able professionals on our staff. To match this, our children are inquisitive, hard-working and enjoy their learning. A large part of our school ethos is around involving parents with their children’s learning and we want parents to feel welcome and valued in and around our school.

I would strongly recommend that you come to visit us in order to gain insight into the deeply rewarding career that working with our pupils and staff has to offer.

Kind regards,

Gavin Hamilton

Interim Executive Headteacher

## **Wycliffe CE Primary School Vision and Values**

Logo

Description automatically generated

**Ethos**

We recognise that we represent only one of several key stepping stones along a child’s educational journey through life and, therefore, we aim to provide all of our pupils with a sound start to their education, and a smooth transition to subsequent senior schools.

Our ethos is based upon Christian principles. We seek to provide pupils with a clear and solid moral framework, part of which is tolerance of the different beliefs and cultures of others, and equal opportunities for all.

Wycliffe welcomes children of all different beliefs and world faiths. The main Christian festivals will be celebrated in a traditional manner but important religious festivals of other faiths are also discussed and enjoyed.

**Vision Statement – at the core of all we do**

***“Life in all its fullness” (John 10:10)***

*“Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This is flexible and caters to individual needs while developing a life-long love for learning through which all members can flourish. We nurture an aspirational family of hard-working, respectful individuals who work collaboratively.”*

**Values Statement**

We shall achieve this vision through the promotion and celebration of our six Christian Values.



**About BDAT**

Wycliffe Primary School is a primary school within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

**General Information and Background**

Bradford Diocesan Academies Trust (BDAT) is a Multi-Academy Trust (MAT) supporting 21 primary and secondary schools in Bradford. We are a Trust which prides our self in delivering great education outcomes and life opportunities for all our children. We are an inclusive Trust working with children from a rich range of backgrounds who reflect our communities and the city we serve. We are proud to be all about Bradford and developing the future generation of lifelong learners who will go on to achieve incredible things.

BDAT is a Trust which recognises each of our schools is unique. We actively encourage and celebrate difference as we know each of our schools serves very different communities. However, we also know that a key strength of being part of a Trust means together our schools can support each other, learn from each other and share great practice. As importantly we know from working our way through the COVID pandemic, that a problem shared really can be a problem halved, and by working together we can save ourselves time, money and lots of duplication of work.

We are a Trust which is value-led, and we know it is important that we consistently live these values. The Trust’s mission is “**to provide education of the highest quality within the context of Christian belief and practice**.” We strongly believe every child only has one chance at a good education.

Our core Trust values are **aspiration, inclusion, compassion, resilience and excellence**. We seek to model these values in all we do, including how we recruit and develop our staff, how we teach our students and how we liaise with our families, friends and partners. We are a proudly Christian organisation committed to providing high-quality education for all within our ethos. Whilst robust Christian principles underpin the work of the Trust, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. We describe ourselves as having inclusive values believing these are as appropriate and important to staff and students of all faiths (and to those without faith) as they are to those who practice within the Church of England. It is for this reason we choose to support and sponsor Non-Church of England Academies, as well as those within the faith. Therefore, we welcome applications for this role from employees of all faiths as long as they understand and can promote the values which we share.

BDAT is a large Trust, however we pride ourselves in knowing and understanding our schools. We are all part of the BDAT family, and we all have the same motivation – to see our children succeed. For more information about us follow us on twitter @wearebdat or visit [www.bdat-academies.org](http://www.bdat-academies.org)

**BDAT’s Mission, Vision and Values**

**BDAT’s mission is:**

**‘To provide high quality education within the context of Christian belief and practice so that every child can fulfil their academic potential and accomplish their individual goals.’**

**Our vision is:**

‘That every student in a BDAT academy gets a happy and high quality education enabling competence, confidence and character to thrive; and that our Academies become the schools of choice in Bradford.’

**Our values are:**

**Aspiration** We set high expectation for ourselves, our children and our staff so that each of us is supported to achieve our own potential. We expect nothing but the best from ourselves and from others.

**Inclusion** We understand everyone is equal, without exception. We value and encourage diversity and difference. We proactively seek to learn from others.

**Excellence** We provide rigorous support and challenge to our schools and our students. We strive for excellence in all we do.

**Compassion**  We care for each other. We respect each other and treat our friends and colleagues how they would expect to be treated. We make sure we are safe, feel loved and are actively supported at all times.

**Resilience** We are ambitious and reflective. We are determined and brave in making decisions and when facing challenges. We expect our schools to provide us with the skills and knowledge to guide us through our future as life-long learners.

****  ****

A paper with text and images

AI-generated content may be incorrect.

**Job Description and Person Specification for a Class Teacher**

|  |  |
| --- | --- |
| **Job Title:** | Class teacher |
| **Grade:** | MPR |
| **Line manager/s:** | The headteacher, members of the senior leadership team (SLT) and the governing body |
| **Supervisory responsibility:** | The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities |

**Job Description**

**Main purpose of the job:**

* Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
* Be responsible and accountable for achieving the highest possible standards in work and conduct
* Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
* Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
* Take responsibility for promoting and safeguarding the welfare of children and young people within the school
* Relate to our Church of England status and behold our values and vision

**Duties and responsibilities**

All teachers are required to carry out the duties of a schoolteacher as set out in the current [*School Teachers Pay and Conditions* *Document*](https://www.education.gov.uk/publications/)*.* Teachers should also have due regard to the Teacher Standards (2012). Teachers’ performance will be assessed against the teacher [standards](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011) as part of the appraisal process as relevant to their their role in the school.

**Teaching**

* Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
* Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
* Be accountable for the attainment, progress and outcomes of pupils’ you teach
* Be aware of pupils’ capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
* Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
* If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
* Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress and levels of attainment
* Make accurate and productive use of assessment to secure pupils’ progress
* Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
* Use relevant data to monitor progress, set targets, and plan subsequent lessons
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
* Participate in arrangements for examinations and assessments within the remit of the *School Teachers’ Pay and Conditions* *Document*

**Behaviour and Safety**

* Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
* Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
* Have high expectations of behaviour, promoting self control and independence of all learners
* Carry out playground and other duties as directed and within the remit of the current *School Teachers’ Pay and Conditions* *Document*
* Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

**Team working and collaboration**

* Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
* Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
* Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
* Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
* Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
* Cover for absent colleagues within the remit of the current *School Teachers’ Pay and Conditions* document

**Fulfil wider professional responsibilities**

* Work collaboratively with others to develop effective professional relationships
* Deploy support staff effectively as appropriate
* Communicate effectively with parents/carers with regard to pupils’ achievements and well-being using school systems/processes as appropriate
* Communicate and co-operate with relevant external bodies
* Make a positive contribution to the wider life and ethos of the school

**Administration**

* Register the attendance of and supervise learners, before, during or after school sessions as appropriate
* Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers’ Pay and Conditions* *Document*

**Professional development**

* Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
* Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
* Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

**Other**

* To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
* Perform any reasonable duties as requested by the headteacher

**Person Specification**

**Qualifications**

1. Qualified teacher status or recognised equivalent (application form).

**Experience**

1. Teaching experience with the age range and/or subject(s) applying for.

**Knowledge and skills**

The ability to effectively:

1. Create a stimulating and safe learning environment.
2. Establish and maintain a purposeful working atmosphere.
3. Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school’s own policies.
4. Assess and record the progress of pupils’ learning to inform next steps and monitor progress.
5. Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.
6. Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.
7. Encourage children in developing self-esteem and respect for others.
8. Deploy a wide range of effective behaviour management strategies, successfully.
9. Communicate to a range of audiences (verbal, written, using ICT as appropriate).
10. Use ICT to advance pupils’ learning, and use common ICT tools for their own and pupils’ benefit.

**Commitment**

Demonstrate a commitment to:

* 1. equalities
  2. promoting the school’s vision and ethos
  3. high quality, stimulating learning environments
  4. relating positively to and showing respect for all members of the school and wider community
  5. ongoing relevant professional self-development
  6. safeguarding and child protection

**Note**

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

**How to Find Us**

**MAP**

**Map

Description automatically generated**

Wycliffe CE Primary School,  
Saltaire Road, Shipley, BD18 3HZ

T: 01274 584779

E:office@wycliffe.bdat-academies.org

W: wycliffeprimary.org

**BDAT**

2nd Floor, Jade Building, Albion Mill,

Albion Road, Bradford, BD10 9TQ

T: 01274 909120

E: info@bdat-academies.org

W: [www.bdat-academies.org](http://www.bdat-academies.org)

**Selection Process Guidance**

**Safeguarding**

We are committed to safeguarding our pupils and will assess the candidate’s suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references. All potential employees are subject to an enhanced disclosure from the Disclosure and Barring Service.

**Inclusion**

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, or sexual orientation. The person specification sets out the criteria used to assess candidates through the selection process.

**Visits to the school**

Visits to the school are warmly welcomed, please call to book on 01274 584779**.** The visit will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work.

**Applications**

#### Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position. Applications should be made vis our website [Job Vacancies – Wycliffe CE Primary School](https://wycliffeprimary.org/job-vacancies/)

**Shortlisting**

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff and governors. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you by email via MyNewTerm.

**References**

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last, employer.

**Interview Process**

The interview day will consist of a lesson observation and a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity on the day.

**Final Selection**

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

**Offer of Employment.**

We will make a verbal offer of employment by telephone on the day of the interview, and this will be confirmed in writing. Any offer is made subject to:

* References satisfactory to us.
* A satisfactory DBS check.
* Provision of proof of identity and qualifications.