



Headteacher  
Mrs P Howe

Haworth Primary School  
Rawdon Road, Keighley  
West Yorkshire BD22 8DW

T: 01535 642359

E: [office.haworth@bronteacademytrust.org.uk](mailto:office.haworth@bronteacademytrust.org.uk)  
W: [haworth.schooljotter2.com](http://haworth.schooljotter2.com)

## Applicant Information Pack

<b>Vacancy</b>	Class Teacher
<b>Location</b>	Haworth Primary School
<b>Start Date</b>	May 2024
<b>Closing Date &amp; Time</b>	23rd February 2024 - 12pm
<b>School Visits</b>	19th & 20th February - 5pm
<b>Interviews</b>	27th February 2024 (AM)
<b>Salary</b>	MPS/UPS
<b>Return application to</b>	<a href="http://www.prospectsonline.co.uk">www.prospectsonline.co.uk</a>

### Welcome from Headteacher – Mrs Paula Howe

Thank you for your interest in our school. Haworth Primary School is set in the heart of Bronte country. We are a 1.5 form entry school for pupils aged 4-11. We also have a Nursery on site, offering part-time and 30 hour places, a Designated Specialist Provision for children with social and communication difficulties including Autism and our own Before and After School Club.

Haworth Primary is proud to be at the heart of our community and we believe the successful partnerships between families and school are vital to the happiness and success of our pupils. The staff and governors work closely together to provide a happy, safe, positive learning environment in which children can learn and develop in order to fulfil their potential.

We extend a warm welcome to potential applicants and invite you to attend one of the visits above to get a real feel for our vibrant school.

### Vacancy:

We are looking to appoint a Class Teacher to join our happy and motivated teaching team on a fixed term basis. We are looking for someone who is passionate about making a difference and has high expectations. Along with Oakworth and Lees Primary Schools we founded the Bronte Academy Trust in 2016 and we were joined by Oldfield Primary in June 2019. Our Trust is an exciting and innovative place to thrive and fulfil your potential.



Bronte Academy Trust – A Charitable Company Limited by Guarantee.  
Registered Office: Treetops, Rawdon Road, Haworth, Keighley, BD22 8DW. Registered in England No: 10201636



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## JOB DESCRIPTION

POST TITLE:	TEACHER – PRIMARY
GRADE:	MAIN SCALE / UPPER PAY SCALE

The following information is furnished to assist staff joining Bronte Academy Trust 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. Bronte Academy Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. The Trust 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:

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

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

### KNOWLEDGE AND SKILLS:

*(See Personnel Specification at end of this document)*



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## **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 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 students 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, such as taking on the role of form tutor, 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 students
- 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 school's policies, practices and procedures in such a way as to support the school's values and vision.



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- 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 newly qualified teachers (NQTs).
- 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.



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- 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.

### **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.



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## PERSONNEL SPECIFICATION:

	ESSENTIAL (E)/DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> <li>• Proven record of success as an outstanding Teacher (E)</li> <li>• An understanding and demonstration of barriers to learning and how those may be overcome (E)</li> <li>• Experience of managing student performance and intervention strategies to raise performance (E)</li> <li>• Previous teaching within primary education (E)</li> <li>• Experience of safeguarding and additional educational needs (E)</li> <li>• Experience of working alongside employer partners to achieve learning objectives (E)</li> <li>• Experience of working in mixed age classes. (D)</li> <li>• Ability to work effectively with parents and the community (E)</li> <li>• Teaching children with SEN or emotional behavioural issues (D)</li> </ul>
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> <li>• Honours degree or equivalent in relevant subject (E)</li> <li>• Qualified Teacher Status (E)</li> <li>• Professional qualification or relevant experience (E)</li> <li>• Commitment to continue own professional development (E)</li> <li>• Evidence of training linked with Autism (D)</li> </ul>
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> <li>• Ability to communicate effectively with a range of internal and external stakeholders (E)</li> <li>• Excellent literacy, numeracy and IT skills (E)</li> <li>• In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level. (E)</li> </ul>