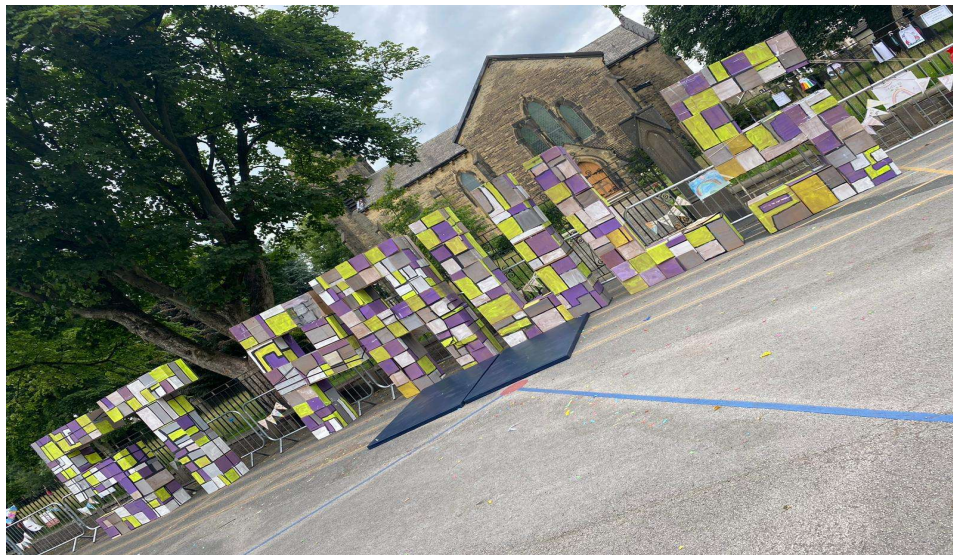


St Paul's C E Primary School

Teacher Recruitment- two posts



*Through the love of God, we protect our school community.
Together we trust, hope, persevere and flourish on life's great adventure.*



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Welcome letter from the Headteacher

Dear Applicant,

We are delighted that you have shown an interest in St Paul's C. E. Primary School. We are looking for some new members of staff to join our forward thinking, teaching team in September 2024. The KS2 teaching post will be fixed term until August 2025 and the part time (0.5) EYFS teacher role is to cover a maternity leave and will be until Easter 2025. For both posts, there may be the opportunity for the length of the contracts to be extended.

St Paul's is a popular primary school with a reputation for high standards of behaviour and achievement. We pride ourselves on our fabulous children who are polite, enthusiastic and eager to learn and we strive to create a special place where all children, parents, carers, governors and staff feel valued and respected. It is our aim to nurture and promote achievement for all within a caring Christian environment. We want everyone in our school community to enjoy learning and coming to our school; as our strapline says we are 'Together on life's great adventure'!

St Paul's is brimming with potential and the pupils' participation in school life provides good spiritual, moral, social and cultural development. In our most recent Ofsted inspection (Feb 2020) the school was graded 'Good' and it was reported that *'There is an effective curriculum to support pupils' understanding of the wider world. This means they learn about different faiths and cultures. Tolerance, respect and kindness are values fostered well in the school'*. In September 2021 we were awarded the Positive Parental Engagement Mark of Excellence for the effective way that we work with our Parents, Carers and Families.

We are also very proud of our close links with the St Paul's Church. In our most recent SIAMS inspection (January 2023) it was reported that *St Paul's is a school with a big heart. Adults and pupils flourish because they are immersed in patient, kind love. The core Christian values are known and used by the youngest children and the vision is understood by all. The impact of this exemplifies the family culture that enables everyone to flourish. Parents report that the school has 'changed their and their children's lives'*.

The successful candidates will receive support from the senior leaders along with that of our dedicated staff team and committed governing body. They will have the opportunity to work closely with parents and carers who actively seek a strong and productive partnership with the school and fantastic children who are keen to learn.

Applicants are encouraged to visit our school and I will be more than happy to discuss any further details regarding this opportunity prior to application.

Further information about our school can be found on the website: www.stpaulscephprimary.com

Thank you for your interest, I look forward to receiving your completed application and to meeting you in due course.

Good luck!

Mrs Cath Palmer
Headteacher

Our pupils need someone who....



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Key Facts and Statistics

Type of School	C of E, Voluntary Aided
Age Range	4-11
Number of Children on roll	206
% of children on SEND register	27.6%
% of children with SEN support	21.8%
% EHCP's	5.8%
% of children with English as an additional language	6.4%
% of children eligible for free school meals	27.5%
% Pupil Premium (2022/23 budget)	28.5%

School Location

Our address:

St Paul's CE Primary
School
St Paul's Avenue
Wibsey
Bradford
West Yorkshire
BD6 1ST



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Statement of St Paul's ethos and values

Vision Statement

Through the love of God, we protect our school community. Together we **trust, hope, persevere** and **flourish** on life's great adventure.

Core Values

Our pupils have chosen our core values of **love, courage, community, forgiveness, honesty, determination** and **respect**. These are also the names of our school 'families' and each one is represented by a colour of the rainbow.

Each week, one of our values is chosen as the focus of our learning and behaviour and teaching staff select a pupil in each class that has shown this value. These pupils are presented with the corresponding coloured certificate in our special worship and it is then taken home as a way of celebrating that they are showing that value in school.

These values underpin all our policies and plans.



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Copy of the advertisements

Post 1

Full time Class Teacher (Lower KS2)

1 Year Fixed Term

Starting September 2024

Salary: MPS/UPS

Post 2

Part time Reception (EYFS) Class

Teacher (0.5)

Maternity post (two terms)

Starting September 2024

Salary: MPS/UPS

The Governors at St Paul's CE Primary would like to recruit passionate individuals to join our team and support our children to develop into independent, resilient and aspirational young people. Our vision states.... 'Together we trust, hope, persevere and flourish on life's great adventure' and this underpins our distinctive ethos at St Paul's.

The successful candidate for Post 1 will teach a class in Lower Key Stage 2. Post 2 is to share the teaching of our Reception class with our Assistant Headteacher for Inclusion (SENDCo). Joint planning time will be provided for this role.

Are you:

- A **dynamic, creative** and **passionate** classroom practitioner, who will model **outstanding** practice?
- **Enthusiastic, motivated** and **proactive** in your approach to **school improvement**?
- **Committed** to achieving **success** through **partnership** and **team** work?
- Able to work on your own **initiative**?
- A **reflective** practitioner, **focused** on **solutions**?
- **Skilled** at **developing** and **maintaining positive relationships** with children, staff, governors and the wider community?

Do you:

- **Maximise** opportunities for **collaboration** with the **Church** and **local community**?
- Have **high expectations** of yourself, staff and pupils and a **commitment** to **raising standards**?
- Have the **skills** to **lead** and **develop** colleagues to ensure the **highest standards** of **teaching** and **learning**?
- **Nurture potential**?
- Have a great sense of **humour**?

**If the answer to all of the above is
YES...**

OUR SCHOOL NEEDS YOU!

We have:

- A **welcoming** school **community**
- A **dedicated** staff team **committed** to our **school** and our **children**
- A **supportive governing body** and **leadership** team
- **Pupils** with **fantastic behaviour** and **attitudes** to **learning**
- **Embarked on an exciting journey and would love you to join us.....**

We encourage all prospective candidates to find out about our thriving school by coming to see us. To arrange a visit please contact the School Business Manager, Louise Osborne, on 01274 679183.

When applying please state in your Personal Statement which post you are applying for.

Closing date for applications: Tuesday 7th May 12 noon

Interviews to be held: Thursday 9th and Friday 10th May

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Outline Job Description

POST TITLE:	TEACHER
POST REF:	N/A
GRADE:	MAIN SCALE

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. 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. 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 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 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 (UPS), your achievements and contribution to an educational setting should be substantial and sustained.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)



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.
- 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 and teaching assistants.
- To efficiently deploy such resources as are allocated/delegated to you.

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: Class Teacher

Key for sources of evidence:

A = Assessed at Application, **I** = Assessed at Interview, **S** = Assessed through Selection task, **R** = Assessed from Reference

Criteria	Essential	Desirable	How identified
Education and training	<ul style="list-style-type: none"> Qualified teacher status Evidence to commitment of relevant training and own continued professional development 		A
Relevant experience	<ul style="list-style-type: none"> Has experience of tracking and reporting on the progress of pupils to secure school improvement Has an understanding of a range of barriers to learning and how those may be overcome Experience of managing pupil performance and intervention strategies to raise performance Has successfully led and managed a core or foundation subject in a primary school Has high expectations of all support staff and experience of managing additional adults in the classroom Has experience of working effectively with parents and the community, fostering positive partnerships with all stakeholders Has experience of promoting good behaviour, a positive school ethos and high attendance 	<ul style="list-style-type: none"> Has experience of working in more than one primary school 	A, I, S, R
Skills and Knowledge	<ul style="list-style-type: none"> Is committed to supporting and developing our Christian ethos Is committed to delivering a broad and balanced curriculum, which includes innovative approaches to enrich the spiritual, cultural, social, emotional and sporting experiences of all pupils Understands the school's responsibilities for child protection and the safeguarding of pupils 	<ul style="list-style-type: none"> Willingness to run extra-curricular activities Knowledge of ICT school software eg Accelerated Reader, Early Essence and CPOMS 	A, I, S, R

	<ul style="list-style-type: none"> • Has excellent oral, written and listening skills • Is skilled at making and maintaining positive professional relationships 		
Personal qualities	<ul style="list-style-type: none"> • Confident • Creative • Passionate • Enthusiastic • Reflective • Resilient • Solution focused • Nurtures potential • Has a great sense of humour 		I, S, R

Equal Rights

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to school's services.

Applicants with a Disability

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personal Specification. As an equal opportunities employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Job Sharing

Job share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.



School Development Plan agreed priorities 2023- 2024

Curriculum Develop the curriculum further to ensure it is progressive, ambitious, engaging and promotes a sense of belonging and community.	Distinctive Church school ethos Enable the school community to flourish by enhancing opportunities for spiritual growth and deepening understanding of courageous advocacy.	Community Proactively manage and improve attendance and continue to develop and embed strategies to support the health and well-being of the St Paul's community.	EYFS Ensure a secure foundation to the St Pauls' learning journey by developing provision inside and outdoors to maximize learning opportunities for all.	maths and English Ensure all pupils make progress in English and maths in line with national expectations; reflected in end of Key Stage outcomes.	Inclusion To refine and embed a wide range of practice to ensure that all pupils maximise their potential in a safe and nurturing environment.	Leadership and Management Develop staff, pupils and governors as leaders, to secure future development.
<p>Ensure the curriculum is taught to a high standard, informed by evidence-based approaches, and Ensure there is challenge and high expectations for all pupils in all lessons.</p> <p>Coherently plan the curriculum so it is progressive, ensuring lessons are sequenced carefully, resulting in children's ability to build on prior knowledge and skills.</p> <p>Continue to develop the 'Our Bradford' curriculum.</p> <p>Continue to embed a high quality reading curriculum that will spark hope create a reading culture across the school which will foster a love of literature and enable children to access their learning across the curriculum.</p> <p>Develop curriculum overviews as a communication tool for parents.</p> <p>Develop knowledge organisers as a form of assessment for foundation subjects.</p>	<p>To further embed Understanding Christianity and thus continue to develop children's skills in approaching an understanding of Christianity and faith informed by argument, objectivity, historical perspective and more detailed theology.</p> <p>Give pupils regular opportunities to monitor and record their own spiritual development as they learn to apply the school Christian values to their lives and work.</p> <p>Ensure self-evaluation is in line with SIAMS framework and revised syllabus.</p> <p>Networking and training opportunities are maximised for staff.</p> <p>Ensure the school vision and values continue to be woven through every element of school life.</p>	<p>Refine attendance procedures and policies to support high attendance and punctual habits in the families of St Paul's.</p> <p>Ensure relationships are maintained and strengthened with all stakeholders through targeted community cohesion work.</p> <p>Networking and training opportunities are maximised for family support and behaviour support staff.</p> <p>Continue to offer a wide range of well-being strategies in school to support staff.</p> <p>Signpost a wide range of support for all stakeholders.</p>	<p>Ensure that practice is child-led and includes a range of experiences that challenge and extend all learning.</p> <p>Develop provision inside and outdoors to maximise learning opportunities for all pupils.</p> <p>Develop strong links with parents and carers before and during pupils' Foundation Stage years.</p> <p>Networking and training opportunities are maximised for leaders, teachers and support staff.</p>	<p>Accelerated progress for targeted groups.</p> <p>Bespoke INSET training provided - teaching and learning strategies and marking and feedback.</p> <p>Embed Little Wandle phonics scheme across foundation stage, KS1 and lower KS2.</p> <p>Implement rainbow writing to support writing development across school.</p> <p>Make adaptations to White Rose Maths teaching journey.</p> <p>Implement 'St Paul's writing Strategy' and 'Drawing club' to impact positively on writing across the school.</p> <p>Robust monitoring cycle in place to enable trusting working relationships to impact positively on practice.</p> <p>Networking and training opportunities are maximised for leaders, teachers and support staff.</p>	<p>Ensure safeguarding procedures continue to follow the current guidance and meet statutory requirements.</p> <p>Embed new assessment systems to ensure that staff are confident to target pupils, plan effectively and accurately report to parents.</p> <p>Develop our school environment to ensure comprehensive SEMH provision is in place for all pupils.</p> <p>Networking and training opportunities are maximised for all staff with regard to SEND in it's widest sense,</p>	<p>Develop subject leaders, to enable them to plan and develop a coherent and engaging curriculum.</p> <p>Develop the role of 'pupils as leaders' through the 'Bridge Builder' initiative.</p> <p>Develop the roles and responsibilities of governors, linking these roles to areas of the curriculum.</p> <p>Networking and training opportunities are available for all.</p>

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Disclosure and Barring Service

This role will be subject to a satisfactory disclosure from the Disclosure and Barring Service. The Rehabilitation of Offenders Act 1974 helps rehabilitated ex-offenders back into work by allowing them not to declare criminal convictions and cautions to employers after a defined rehabilitation period has elapsed. During the rehabilitation period convictions and cautions must always be declared. Further, you should now include a statement in your recruitment materials for applicants, explaining that an online search will be completed for shortlisted candidates.

Equal Rights

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personal Specification. As an equal opportunities employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Job Sharing

Job share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement

Key Dates Summary

Closing Date	Tuesday 7 th May 2024 -12 noon
Visits to school	By appointment- Please contact the school office on 01274 679183
Assessment & Interview Dates	Thursday 9 th and Friday 10 th May 2024
Start Date	September 2024 for both posts