

Thank you for your interest in the vacancy at our school.

Within this pack you will find information about:

- Details of the Recruitment Process
- The School
- An Application Form

We look forward to receiving your application.

Recruitment Process

Timetable

Closing Date: 9am Tuesday 25th June 2024

Interview: Thursday 27th June 2024

Application

Please complete the application form enclosed and submit a letter of application, giving evidence of your experience in relation to the criteria listed in the Job/Person Specification.

You are requested to supply the names and addresses of at least two referees on the application form. One of these should be your present, or last, employer. As this post involves working in a school, we will be looking for information which supports the suitability of candidates for working with children.

Applications should be sent to:

Mr L Coles
Interim Headteacher
Priestley Primary School
Prince Charles Drive
CALNE Wilts
SN11 8TG

or email:

lcoles@priestley.wilts.sch.uk

If you have any questions about this vacancy, please email the headteacher on
lcoles@priestley.wilts.sch.uk

Short-listed candidates will be contacted on 25th June 2024, by telephone/email. Please provide preferred email address should you be successful. If you do not receive an email on this date, thank you for your interest in working at Priestley Primary School but on this occasion, you have not been shortlisted.



Welcome to the Priestley Experience

Our aim at Priestley is to help create communicative, competent, confident young people who are more than ready for the next challenge in their educational journey. Although we strive to raise academic standards, we also feel that it is vitally important not to lose sight of the child as an individual which was recognised by OFSTED 2018.

'The school is highly inclusive, and its successes demonstrate your belief in equality of opportunity. You have continued to build on your vision of 'creating opportunity, releasing potential and achieving excellence.'

At Priestley we value the contribution the children make to their own learning and to the learning of their peers around them. It is important that children enjoy their time at Priestley and develops a healthy attitude to learning creating a bank of memories that will stay with them for years to come.

The all-round development of a child is our paramount importance. We seek to build strong relationships with all our parents and carers and look forward to a working partnership to ensure this happens.

I look forward to answering any questions you have and receiving your application.

*Mr L Coles
Interim Headteacher*

Ethos & Aims

The school's vision is:

'Raising Aspiration, Realising Ambition, Stimulating Curiosity'
Confident to explore an unknown future.

Our mission or how we aim to achieve this vision is:

Placing Learning at the Heart of All We Do

Working in partnership with pupils, parents, staff, Governors and the wider community to provide a safe, happy stimulating and purposeful learning environment where high expectations are set so that all pupils are challenged to achieve their potential, socially and academically.

For our core values which underpin our mission I would like to introduce you to an extremely popular member of the Priestley Team. Spikey is the school's learning character that was both designed and developed by the children themselves. Everyone at Priestley aspires to being 'Spikey', every day. Attached to Spikey are the school's core values. Under an umbrella statement of 'Respect for All' our core learning values are:

Cooperate
Give it a go
Stay focused
Share great ideas
Take responsibility
Think things through

A typical parent's comment was, 'Great school, fantastic teachers. My child feels happy and safe in a supportive learning environment.' (OFSTED 2018)

About Our School

Calne is a small town that nestles in the western reaches of the Designated Area of Natural Beauty known as the North Wessex Downs. It sits on the River Marden and the A4 between Chippenham and Marlborough. Its origins date back to Anglo Saxon times and more recently it was known for the imposing Harris' pork processing factory that finally closed its doors during the early 1980's.

The school derives its name from the philosopher and chemist Joseph Priestley who it is believed, whilst staying at the nearby Bowood House in 1774, discovered the existence of oxygen. The story continues that whilst observing the ducks swimming on the Doctors Pond in the town he observed the bubbles appearing on the surface of the water thus observing the existence of oxygen.

Priestley Primary School is a community school. It is ideally situated amongst several housing estates within half a mile of Calne's town centre in Prince Charles Drive. Traditionally a one form entry school Priestley is now enjoying a period of expansion that will in time take the school to two forms of entry. A particular strength of the school is its spacious grounds that allow for three playgrounds and extensive grassy areas. We have worked hard to landscape the school grounds to best support all aspects of the children's learning with a wildlife area, dedicated outside teaching spaces, a range of fixed large play equipment and extensive areas to run and play.



CLASS TEACHER'S JOB DESCRIPTION

Post Title: KS1/KS2 Class Teacher
Responsible to: Key Stage Leader / Deputy Headteacher / Headteacher

MISSION STATEMENT

Placing Learning at the Heart of All We Do

Working in partnership with pupils, parents, staff, Governors and the wider community to provide a safe, happy stimulating and purposeful learning environment where high expectations are set so that all pupils are challenged to achieve their potential, socially and academically.

The teacher's job description adheres to the conditions laid down in the School Teacher's Pay and Conditions Document.

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

MAIN PURPOSE

To ensure high quality teaching, effective use of resources and the highest standards of care, learning and achievement for all pupils.

KEY ACCOUNTABILITIES/TASKS

KNOWLEDGE AND UNDERSTANDING

- To have an up to date knowledge and understanding of the professional duties of teachers and the statutory framework within which you work.
- To take responsibility for implementing school policies and practice, including those relating to equality of opportunity.

PLANNING, TEACHING AND CLASS MANAGEMENT

- Work to achieve the general and particular aims of the school, expressed in the School Mission Statement, the Governors' Curriculum Statement and the School Improvement Plan;
- To plan effectively to ensure pupils have the opportunity to meet their potential, notwithstanding differences of race and gender, and taking account of the needs of pupils who are under achieving, very able, or not yet fluent in English.
- To plan effectively to meet the needs of pupils with Special Educational Needs and in collaboration with the SENCO, prepare, implement, monitor and review Individual Educational Plans.
- To assess, record and monitor each pupil's progress in line with the National Framework profile and to report to parents.
- To monitor pupil's class and home activities, providing constructive, oral and written feedback in line with school policies and procedures.
- To use teaching strategies that keep pupils engaged through effective questioning, lively presentation and good use of resources.
- To create a safe and stimulating learning environment that supports learning and in which pupils feel secure and confident.

- To set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline based on mutual respect and personal responsibility. To deal with inappropriate behaviour in the context of the school Mission Statement, Positive Behaviour Policy and Anti-Bullying Policy.
- To set a good example to the pupils taught through one's presentation and one's personal conduct.

WIDER PROFESSIONAL EFFECTIVENESS

- To take responsibility for one's own professional development including Performance Management procedures.
- To attend training in and out of school, as directed by the Headteacher.
- To manage the co-ordination of a curriculum area or non-curriculum area.
- To work effectively as a member of the school team, establishing and maintaining good relationships with colleagues, parents and pupils.
- To manage support staff and other adults effectively, involving them where appropriate with the planning and management of pupil's learning.

Accountable for:

- The education and welfare of the children in accordance with national conditions of service.
- The quality of learning and the achievements of all pupils in the class.

Authority to:

- Implement rewards and sanctions within the school policies and procedures.
- Liaise with parents or other responsible adults and with external professional staff in accordance with school policies and procedures.

Child Protection:

- The school takes the safety of children seriously. All staff are expected to follow the school's Child Protection Procedures.

Entitlements:

- Training and development within the school's INSET programme and in accordance with School Development Priorities.
- 10% Planning, Preparation and Assessment time as outlined in the National Agreement
- Appropriate professional support from the Headteacher and other colleagues.
- Performance Management (Annually)
- Annual Review of Job Description in consultation with teacher.



CLASS TEACHER PERSON SPECIFICATION

The Person Specification is related to the requirements of the post as determined by the Job Description. Short listing is carried out on the basis of how well you meet the requirements of the Person Specification. You should refer to these requirements when completing your application. Short listed candidates will be required at interview to complete a variety of activities directly related to the Person Specification, forming an evidence base for the appointment.

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

Essential

- Qualified Teacher Status
- Degree level education or an equivalent professional qualification

KNOWLEDGE, SKILLS AND COMPETENCES

Essential

- An understanding of the different ways in which children learn and of a variety of teaching strategies.
- Thorough knowledge of the whole primary curriculum its organisation and assessment for learning.
- Demonstrate a commitment to and an understanding of the processes of inclusion and equal opportunities.
- A clear understanding of current educational legislation, issues and debates.

Desirable

- Knowledge of current procedures and strategies for raising standards experience is essential.
- An interest in Science and Modern Foreign Languages.

EXPERIENCE

Essential

- A proven track record of 'excellence' as a class teacher, or, as an ECT, experiences whilst training which demonstrate the desire, capability and intent to become one.
- Successful promotion of positive behaviour management strategies.
- Successful experience of accelerating rates of pupil progress through the use of accurate assessment of and for learning, or, as an ECT, experiences whilst training which demonstrate the desire, capability and intent do so.

Desirable

- Experience of management and leadership of a curriculum area
- Experience of providing extra-curricular activities